

***Preventing and Responding to Student Escalation:  
Combining De-Escalation Strategies and Function-Based Support***

**Chelsea Martel  
Brian Cavanaugh, Ed.D.**

**University of Maine at Farmington**

***Abstract***

Preventing and responding to intense problem behavior in schools is has garnered increased attention. With recent attention focused on the restraint and seclusion of students with disabilities, educators are in need of effective ways to respond to student escalations that result in severe, disruptive problem behavior. By combining the research-based approaches of de-escalation strategies and function-based supports, educators can increase the likelihood of developing proactive interventions and supports. This paper provides an overview of how to integrate and implement these research-based models of understanding challenging behavior.

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Many teachers report that aggressive behavior and other incidents leading to physical restraint are becoming more common. Indeed, a number of states have developed rules and regulations to govern the use of safe, effective restraint procedures in schools (Freeman & Sugai, 2013). But despite policy efforts to make restraint procedures safer and transparent, the act of restraining a student can be a physically and emotionally exhausting event for both the student and teacher. Thus, while making restraints safer is a laudable goal, preventing the need for physical restraint is often seen as preferable to restraining a child at all. In this article, we present two frameworks commonly utilized to address and prevent emergency situations (e.g., aggressive behavior, self-harm) that may result in physical restraint. De-escalation strategies and function-based, individualized behavior support both have a long, documented history of effectiveness for students with EBD who engage in aggressive behavior (Crone & Horner, 2003; Wood & Long, 1991). However, these approaches are often utilized independent of each other. If these two sets of tools are used separately without considering the other, we as teachers of students with behavioral difficulties may be failing to comprehensively address the emotional and behavioral needs of this vulnerable student population. By integrating de-escalation strategies and function-based supports, educators may be better able to meet student needs in a proactive, comprehensive manner. In this article we will discuss a framework for integrating common de-escalation strategies and function-based support. We begin with overviews of both de-escalation and function-based support. Then, we offer a problem solving process for planning the use of effective de-escalation strategies by using a function-based framework. While the focus of this article is on students with emotional/ behavioral disorders, other students with and without disabilities who exhibit challenging behavior may benefit from such strategies as well.

## *De-Escalation Guidelines*

Students with EBD often exhibit aggressive behaviors in the school (Walker, Ramsey, & Gresham, 2004). Teacher-student interactions can either serve to escalate or de-escalate a conflict. Escalating a conflict will result in students' behavior becoming out of control and dangerous, while de-escalation techniques will return the student to a non-agitated state. The teacher's job is to learn to decode behavior and intervene appropriately. With proper interventions and de-escalation practices teachers can prevent the majority of high intensity behaviors.

### **The Conflict Cycle**

Student behaviors can directly influence the attitudes, feelings, and behaviors of adults. Nicholas Long (Wood & Long, 1991) developed the Conflict Cycle, which illustrates a circular process in which teacher-student interactions mutually and continuously affect each other. Wood and Long (1991) describe the process in five steps. The student starts out with a negative self-image that makes him/ her more vulnerable to a stressful event. The student interprets this event in a manner that creates uncomfortable feelings and drives an emotional response. The resulting behavior is often defensive and aggressive. The teacher then reacts to the student's behavior. This reaction can be counter-productive and become another stressful event starting the cycle over again. The repetition of conflict cycles can lead to a behavioral crisis.

Students almost always show precursors to violent or aggressive acts. Therefore it is hypothesized that aggression occurs in stages. Walker, Colvin, and Ramsey (1995) present a seven-phase process in which teacher-student interactions can either heighten or de-escalate conflict. The child starts out in the calm phase. During this time the child is cooperative, compliant, and exhibiting desired behaviors. Next a trigger event creates unresolved problems or stressors. If these problems remain unresolved the child escalates into the agitation phase. Here the child's behavior is unfocused and off-task. In the acceleration phase the child moves onto teacher-engaging behaviors. This is also referred to as the baiting stage. If the coercive process continues, the student will escalate into the peak phase. This phase is characterized by behavior that is out of control and possibly dangerous. As the behavior runs its course, the child progresses into the de-escalation phase and eventually the recovery phase. If teachers intervene appropriately in the early phases they can potentially prevent students from escalating into the more intense phases of aggression.

### **Preventative Techniques**

There are many steps that can be taken during the calm phase to prevent students from beginning to escalate. Muscott (1995) supports teachers creating positive relationships with their students based on mutual respect. This will help build trust and rapport. As teachers get to know their students, they will be able to recognize patterns and remove potential triggers. Muscott (1995) also promotes providing effective, relevant, and motivating instruction as well as the use of positive behavior supports to reinforce appropriate behavior. Teachers will experience less aggressive behaviors because students will be engaged in academic tasks and receive incentives and positive attention for desired behaviors. Additionally, teachers should develop class-wide and individual management plan for addressing aggressive behavior in the classroom (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Preplanning helps teachers feel less anxious and

practice will allow situations to run smoother. Teaching students coping mechanisms, such as social skills and anger reduction techniques, beforehand will give them the skills needed to de-escalate themselves and prevent a stressful situation (Muscott, 1995).

West (2009) argues that redirection can be a very effective tactic to divert the student from the behavior escalation path. Teachers can redirect students to the desired behavior by a delivering a quick, calm statement about what the student is expected to be doing and then disengaging. Getting a student involved in a different activity can help them forget about the situation that was causing them discomfort. Distracting the student by changing the topic of conversation can relieve stress that may lead to aggressive behaviors. Redirection must be implemented relatively early in the stages of aggression to be effective on its own. However, even in the later stages redirection can effectively distract a student in order to give them time and space to calm down before addressing the productively addressing the situation at hand.

### **De-escalation**

When prevention steps are not enough, communication will be a large part of de-escalating students (Picone, 2009). A large percent of communication is non-verbal. Therefore, teachers should focus on controlling their body language, voice, and proximity before engaging a student. The most important thing is for the teacher to remain calm. Picone (2009) advises that teachers keep non-verbal cues non-threatening and non-challenging. To start, getting down on the child's level can avoid the child feeling as if the teacher is looming over them. Body posture should remain comfortable and relaxed (West, 2009). Gestures such as crossing arms and pointing fingers should be avoided for the most part. Movements should be kept slow, deliberate, and non-confrontational. Picone (2009) recommends standing off to the side of the student and at an angle. With this method the teacher can avoid standing "toe-to-toe" with the student and give eye contact without demanding it in return, as that can be interpreted as a challenge. This position will also increase the safety of the teacher by ensuring they will be able to avoid the student if they become physical. According to Picone (2009), the teacher needs to respect the student's personal space. This will preserve the child's comfort and the teacher's safety. The specific distance will depend on the child, but in general teachers should keep one and a half to three feet between themselves and the student. This is far enough away to remain out of reach of the child, but close enough to engage them. In general physical contact should be avoided with an escalated child. Tone, volume, rate and intonation of the voice can all convey different messages. West (2009) defines controlling one's voice as remaining calm, firm, and confident. In general a lower tone and volume are preferable. In addition, the rate of speech should remain slow to ensure the child understands what is being said and convey calm and patience.

Once a student begins to escalate the first step towards de-escalation is to open clear lines of communication through active listening. According to Dufresne (2003), in order to actively listen, the teacher must give the student their undivided attention and approach the student without judgment or assumptions. This entails minimalizing external and internal distractions as much as the situation will allow and keeping an open mind as the student talks. To ensure understanding, the teacher can clarify, repeat, and re-state as the child talks. This will help both the child and the teacher identify the child's emotions and connect them to the behavior (Dufresne, 2003). The teacher should remain respectful even if the student is not. During this conversation the teacher can draw on their rapport and relationship with the student to help

promote trust and respect (Muscott, 1995). Using the student's name helps to personalize the interaction and give it more of an impact. Permit the student to verbally vent without limitation as much as possible (West, 2009). This will allow the student expel energy without becoming aggressive. Dufresne (2003) encourages teachers to allow for moments of silence. Not immediately responding doesn't always represent defiance. Students may need a moment to think about their answers or process what has already been said. Silence can help if a student is disrespectful or inappropriate. Often students want a reaction from adults, by refusing to continue the conversation until students can show that they are ready the teacher is denying the student reinforcement for unacceptable actions. As the student speaks it is important that the teacher validate the student's feelings through empathy (West, 2009). Often students interpret reactions to their behavior as a sign that their feelings are unacceptable. Students need to understand that their feelings are appropriate; it is only their resulting behavior that is not. Even if the situation seems insignificant to the teacher, it is important to the student and therefore should be taken seriously. Often, active listening is all that's needed to de-escalate a child.

### **Addressing Emergency Situations**

If a student does become physically aggressive it is important that teachers remain calm and direct students towards acceptable ways of expressing their anger. When students repeatedly hear "no" and "stop" the words begin to lose meaning and sound like nagging. Instead, teachers should tell the student what they *can* do by offering alternatives. For example throwing objects can be acceptable as long as students are not destroying property or endangering others. Objects such as stress balls or crash pads are safe alternatives for expelling energy. Allowing a student to "stomp/yell it out" can be effective as well. If possible, teachers should request that students to calmly express their need for space by asking for permission to engage in the action they are exhibiting. Adults should set limits for the student as he/she expresses their anger. This can include visual boundaries, time limits, and choices for acceptable actions. Verbally tell the student that teachers will provide time and space as long as the student remains safely within the limits provided. Using silence is advised in order to allow the student to work through their emotions and prevent the student from tuning out other's voices. Continue to use active listening techniques such as validating feelings and clarifying what the student is saying. At some point teachers need to determine a spot for the student to sit once they are calm and ready to have a conversation. Once the student has sat down teachers should thank and praise them for calming themselves down. At this point another minute of silence can be useful to ensure that the student is truly calm and ready to talk (Dufresne, 2003).

Reasoning with a student that is enraged and out of control is not possible. However, active listening will help move the student out of the peak phase where they will regain the ability to rationalize. At this point the teacher can focus on leading the child through the problem solving process. Muscott (1995) outlines the problem-solving model as identifying the problem, brainstorming possible solutions, evaluating the consequences of each solution, picking the best solution, implementing the solution, and evaluating or following up. Teachers cannot force students to exhibit a certain behavior, but they can help students realize the positive outcomes of choosing the desired behavior. It is important to give students choices and by extension control instead of demanding compliance (Picone, 2009). The problem solving process can also help the teacher realize how to better help the student in the future and what the teacher may be doing wrong that contributes to the student's behavior. Misbehavior can always be turned into a

teaching moment by completing the problem solving process and following up with the student. Teachers can help students learn from their misbehavior by teaching new coping skills, practicing replacement behaviors, and developing a plan for next time (Muscott, 1995). It's important to note that some behaviors may be the result of a skills deficit, not a deliberate choice to exhibit an undesired behavior. By turning the behavior incident into a teaching moment the teacher ends the cycle on a positive note and therefore sets the stage for the student to be successful the next time.

During the recovery phase the student may prefer busy work and be subdued. Muscott (1995) points out that escalation can be physically and mentally exhausting, especially if the student reaches the peak phase. Students may require a short time to rest. Once the student is ready, the teacher should aid the student in repairing and restoring relationships and integrating back into the routine. Praise and other forms of positive reinforcement should be delivered to the student as soon as they comply or exhibit the desired behavior (West, 2009). Muscott (1995) recommends reporting and recording behavior escalations. This will help monitor students' progress and may be required by certain students' programs.

When a child is exhibiting acute physical behavior that is likely to result in physical injury, restraint may become necessary to safely de-escalate the child. Increasingly restraint is commonly being accepted as a last resort and only used to contain physical behavior when the child or others are in imminent risk of physical harm (Freeman & Sugai, 2013; LaFond, 2007). It is not an appropriate technique to demonstrate authority, enforce compliance, inflict harm, discipline, or punish. Restraints should be avoided when the child cannot be safely controlled, the staff is not in control, sexual stimulation is the motivation, the child has a weapon, or the child's medical or emotional condition prohibits it. Only trained professionals may attempt to restrain students and every step is forecasted and communicated to the student as it happens. LaFond (2007) indicates that the focus of physical restraint should be to prevent injury while preserving the dignity of the child as much as possible. Many therapeutic holds now focus on restricting a student's movement instead of immobilizing them. A continuum of intrusiveness is used to determine the appropriate level of intervention. Untrained staff members are limited to using the minimal amount of physical contact possible to protect and ensure the student's and others safety until trained staff arrives. If de-escalation and less intrusive techniques are used correctly, restraint should become unnecessary in most situations.

### **Teacher Needs and Responsibilities**

In order for the de-escalation process to be functional in the field it is imperative that teachers be flexible (West, 2009). There is not a strict set of steps for de-escalation. Every behavior incident will be different and students will react differently to certain responses. The general guidelines outlined previously should be kept in mind. However, if the teacher gets too caught up in the process they could potentially escalate a student by providing an inappropriate response. Teachers must assess each situation, listen to students' responses, and adapt the process accordingly.

Continuously managing aggressive behavior can be very stressful. According to Dufresne (2003), teachers need to recognize their personal limits. This involves acknowledging when they need help or a break. It is important for co-workers to work together and take requests for

assistance seriously. If staff becomes escalated students may feed off of it and escalate as well. After a behavior is over staff should take the time to debrief and de-escalate themselves.

When students are escalated they will often use insults and threats. Teachers need to keep in mind that these statements are meant to bait them and should not be taken personally. Muscott (1995) suggests that teachers separate themselves from the situation. If teachers take comments personally it will increase the chance that they will become emotionally involved, resulting in counter aggression and escalating the child's behavior. Once a behavior has run its course, teachers should put the incident behind them and move on without holding grudges. Children with behavioral difficulties are often deemed hopeless by staff, which only serves to decrease their self-esteem and cause more behaviors. By offering a clean slate every day and not expecting undesired behaviors from students, the staff allows students to trust them and increases the likelihood of compliance.

Behavior management can be the hardest part of maintaining a classroom. Non-compliant and disruptive behavior can pull the class off-task and decrease instructional time. When behavior escalates safety can become an issue and the student often has to be removed from the environment. By learning how to de-escalate students early in the stages of aggression, teachers can prevent high intensity behaviors and increase the likelihood that the classroom will run smoothly. If students do reach the peak phase of aggression, teachers will know how to safely and calmly help move them back to a non-agitated state and keep students in the learning environment as much as possible.

### ***Function-Based Individualized Behavior Support***

Function-based support is an evidence-based, assessment and intervention process (Gage, Lewis, & Stichter, 2012; Crone & Horner, 2003) that involves team-based data collection, data analysis, and plan development. Function-based support includes assessment-based procedures to identify what triggers (i.e., antecedents) and maintains (i.e., function) problem behavior (Umbreit, Ferro, Liaupsin, & Lane, 2007). By understanding what triggers a problem behavior, adjustments to the environment can be made to prevent the problem behavior from occurring in the first place. Function refers to what reinforcement the student obtains by engaging in the problem behavior. Positive reinforcement includes what the student obtains (e.g., social attention, preferred items or activities) while negative reinforcement refers to what the student escapes or avoids (e.g., social attention, less preferred or difficult tasks). When the function is determined, approaches for discouraging problem behavior and increasing desired behavior are effectively identified and implemented. Interventions for discouraging problem behavior can include extinction procedures where reinforcement is removed from the student. For example, an extinction procedure for a student who engages in problem behavior for attention may include planned ignoring by the teacher. Positive reinforcement strategies such as praise, behavior contracts, or token economies should also be utilized to increase desirable behavior. A full discussion of function-based support is beyond the scope of this article but a number of print and web resources are available (see [www.pbis.org](http://www.pbis.org), Crone & Horner, 2003; Umbreit et al., 2007). Below, we briefly define and describe each of the important pieces of information needed to implement function-based support.

## **Functional Behavioral Assessment Information and Data**

Functional behavioral assessment is an evidence-based process designed to identify conditions in which challenging behaviors are most likely to occur. Oftentimes, the FBA process includes a number of data collection strategies including interviews, direct observation, and checklists (Umbreit et al., 2007). The intent of these data collection strategies is to identify important information that can be used to develop a behavior support plan. This information includes:

1. An operational definition of the problem behavior:
2. The context(s) (including location, activities, others around) where the behavior is most likely to occur:
3. Setting events and antecedents: Setting events and antecedents occur behavior the problem behavior and may include the context in which the behavior occurs (e.g., classroom). Antecedents are proximal events that are likely to trigger the problem behavior. Antecedents may include the presentation of undesirable tasks or specific commands or demands that the student deems undesirable.
4. Consequences and function: Consequences refer to events that occur after the problem behavior. By identifying consequences, educators can form a hypothesis about the likely function of the problem behavior. Function refers to what reinforces, and thus maintains, the problem behavior. Reinforcers may be positive (obtain) or negative (escape/ avoid).
5. Summary: The above information is then summarized into usable information intended to develop a behavior support plan. This summary typically is displayed in an ABC model (antecedent, behavior consequence) where triggers, problem behavior and reinforcing conditions are documents (Umbreit et al., 2007).

## **Behavior Support Planning**

Once FBA data is collected, a team develops a positive behavior support plan. This includes adjusting or removing antecedent triggers to make the problem behavior less likely to occur, teaching positive, prosocial replacement behaviors, and identifying positive consequences to reinforce desirable behavior. Additionally, consequence strategies designed to reduce the reinforcement for problem behaviors are often identified. These are referred to as extinction strategies. The entire FBA and BSP process can then be used in an integrative fashion for addressing the needs to students exhibiting dangerous or unsafe behavior.

### ***Integrating De-escalation and Individualized Behavior Support***

Increasingly, states and districts are asking that school professionals document and respond to emergency situations that result in restraint (Freeman & Sugai, 2013). Often, this process includes completing a form and/ or engaging in a systematic debriefing process where key events of the incident are documented and discussed. One intent of this process is to identify more effective responses to future incidents where a student may become escalated, regardless of whether the escalation results in restraint. By utilizing function-based support planning during this process or other incidents that involve escalated behavior, educators can efficiently process the incident in a proactive manner by developing a comprehensive plan to prevent or address future escalations. Rather than create a new process for addressing the needs of students engaging in escalated behavior, here, we present a research informed problem solving approach integrating Walker and colleague's (Walker, Colvin, & Ramsey, 1995) escalation cycle and

function-based planning. Each phase of the escalation cycle is considered by using “function-based thinking” where consideration of setting events, antecedents, and consequences are emphasized. This approach is best utilized as a team-based process where staff members involved in the incident discuss the presenting problem with school administrators and other staff with behavioral expertise (e.g., behavioral consultant, coach, school psychologist). Upon completing of the Function-based Escalation Review (FBER; see appendix), a proactive, individualized plan can be developed to prevent further escalations.

### **Function-based Escalation Review Process**

It is important to note that this process should not replace a full functional behavioral assessment, which may be part of the special education process and/ or the development of a comprehensive behavior support plan which includes indirect (interviews, records review) and direct methods (e.g., observation, functional analysis) of assessment. Similarly, if a student has engaged in the escalation cycle multiple times, a full FBA would likely be more appropriate. It may also be used for students who currently have function-based support plans but the effectiveness of such plans is limited. Thus, the intent of the FBER is to proactively support students beginning to exhibit more significant behavioral challenges and prevent escalations from occurring in the future. It may also be used as a way to develop crisis intervention strategies for individual students. One advantage of using this process is that it simultaneously documents the incident (providing data that could be utilized in a full FBA) while supporting a proactive, function-based plan. Thus, it can support the efficient use of time and resources.

### **Steps for using the FBER**

1. *Identify if student’s presenting problem is appropriate for the FBEA process.*

The FBEA process is intended to be an efficient framework to support problem solving. This is in contrast to a full assessment process that includes a functional behavioral assessment. Therefore, this process is intended for students who may have just begun exhibiting challenging behavior. Students exhibiting chronic challenging behavior that results in escalations may better be served by comprehensive function-based behavior support plans. However, the tool may also be helpful for such students if it is part of a larger, more comprehensive behavior support plan or crisis intervention plan.

2. *Complete the function-based escalation review.*

Once students are identified, it is important to complete the problem solving process using the FBER. Consistent with best practice in FBA this is a team-based process, which should include any staff involved in the incident as well as at least one staff member with expertise in function-based support (Crone & Horner, 2003). Administrators and parents may also be included in the process as needed. The first step is to document the incident including the time, location, and the task or activity being completed. Then, staff members should discuss the student behavior exhibited throughout the escalation cycle beginning with the calm phase and ending with the recovery phase. It is also important to identify what behaviors staff and other students were engaged in. These behaviors may have served to escalate the student or may be reinforcing the student. Thus, documenting their existence is important. For example, if the student was engaging in escalating behavior such as threats, it may have been to gain the attention of peers. Documenting whether or not peers were actually providing that attention would be critical for



developing a proactive plan (see step 3). Once the full incident is documented, staff reviews this objective data to develop a hypothesis about potential antecedents and a function.

### *3. Develop a plan for each phase of the escalation cycle.*

Using the available data including the hypotheses about triggers (i.e., antecedents) and function, the team develops a proactive plan for preventing and addressing the problem behavior in the future. The goal of such plans is to prevent or mitigate further escalation by the student. Each section of the planning tool focuses on a specific phase of the escalation cycle. To make the planning process more efficient and effective, each phase of the plan includes guiding questions.

A major focus of this planning tool is on preventive strategies which teach/ review prosocial behaviors and reinforce positive/ expected behavior. These are emphasized before the student engages in unsafe behavior as attempting to teach or reinforce positive behavior when the student is in an escalated state tends to be less successful and may serve to further exacerbate the problem (Walker et al., 1995). Strategies for supporting and maintaining safety for all are also woven throughout the plan. Safety strategies emphasize arranging or rearranging the environment to minimize danger. The final phase of the plan includes interventions during or after the recovery phase. The emphasis here is on proactive strategies to reengage the student in prosocial behavior. The goal is not to identify harsh punishments. Such tactics have less chance for success and may impede positive teacher-student relationships. Any consequences employed should be done so in a non-confrontational manner (Muscott, 1995). They should also emphasize education, inviting the student to repair any harm that may have been done or re-educate the student on expected behavior.

### *4. Collect data on the plan's effectiveness.*

Having a plan in place to prevent and address escalated behavior is an important step to supporting students. However, it is equally important to collect data on the effectiveness of the plan. Before adjourning the problem solving meeting, the team should identify what data will be collected to monitor the effectiveness of the plan. It should also be known who will be collecting this data. Data may include frequency counts on instances of problem behavior, office discipline referrals, or number of times the student was restrained or secluded.

### *5. Monitor and review the plan.*

The team must also plan to review and discuss the effectiveness of the plan. Given the nature of escalated behavior, it is recommended that the plan be reviewed soon after its development (e.g., within a week). If the student's escalated behavior continues, the need for more comprehensive functional behavioral assessment and behavior support planning may be necessary.

## **Other considerations**

Although this problem solving process holds promise for educators working with students with EBD, it is important to consider important prerequisite needs before implementing this or similar procedures. First, the team working through this process should include at least one professional with experience or training in function-based behavior support (Crone & Horner, 2003). Having the background knowledge of important concepts such as function and antecedent is necessary to accurately complete the form. Such expertise can also be useful when determining if the student's presenting behavioral challenges are appropriate for this process or if more (or less)

intensive assessment and intervention procedures are necessary. Also, it is helpful to integrate this with existing procedures and protocols for responding to school-based crises. For the process to be effective, it is important for it to be part of the standard operating procedures of the school or program so staff can build fluency with the process. Also, this process should be coupled with more formal training on de-escalation and the appropriate, safe use of physical intervention such as restraint.

### ***Conclusion and Next Steps***

In this article we presented an efficient problem solving approach using function-based support for students with EBD who engage in problem behavior commonly occurring within the escalation cycle. Although more research is needed on understanding how this and other problem solving approaches can be utilized, using a function-based processing tool to document, review, and discuss student escalations offers an efficient, research-based approach for supporting students with EBD.

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### ***About the Authors***

**Chelsea Martel** is an undergraduate in the Special Education Department with concentrations in Mathematics and Spanish at the University of Maine at Farmington. She holds a particular interest in working with children with emotional and behavioral disabilities.

**Brian Cavanaugh, Ed.D.**, is an Assistant Professor of Special Education at the University of Maine at Farmington. His research interests include positive behavior supports, classroom management, and implementation science.

### Function-based Escalation Review and Planning Form

Student name: \_\_\_\_\_ Staff present for meeting: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Staff present during incident: \_\_\_\_\_

| Phase            | Environmental Information |         |      | Description of phase                               |   |  |
|------------------|---------------------------|---------|------|--|---|--|
|                  | Time                      | Setting | Task | Student Behavior(s)<br>What was the student doing? | Staff Behavior(s)<br>What were staff doing? | Other students' Behavior(s)<br>What were other students doing? |
| 1. Calm          |                           |         |      |  |   |  |
| 2. Trigger       |                           |         |      |  |   |  |
| 3. Agitation     |                           |         |      |  |   |  |
| 4. Acceleration  |                           |         |      |  |   |  |
| 5. Peak          |                           |         |      |  |   |  |
| 6. De-escalation |                           |         |      |  |   |  |
| 7. Recovery      |                           |         |      |  |   |  |

Antecedent- What appeared to trigger the student's escalation? (consider information found in #'s 1-3 above):

Consequence- What did the student obtain or escape/ avoid as a result of the escalation? (consider information found in #'s 3-6 above):

The student obtained \_\_\_\_\_

The student escaped/ avoided: \_\_\_\_\_

Student: \_\_\_\_\_  
 members: \_\_\_\_\_

Team

| Preventive/Antecedent Strategies   |  | Safety Plan   |  | Consequence Strategies   |                             |
|--|--|---|--|--|-----------------------------|
| <b>Calm:</b><br>What can be done to reinforce the student for engaging in prosocial behaviors during the calm stage? What strategies can be taught/ reviewed to support student self-management? |  | <b>Acceleration:</b><br>What factors that trigger or maintain the behavior can be removed?                    |  | <b>Recovery:</b><br>What reasonable, educative consequences can be implemented with the student? What behaviors should be positively reinforced to support reengaging student? |                             |
| <b>Trigger:</b><br>What can be done to remove the triggers associated with escalation and provide opportunities for student to be successful?  |  | <b>Peak:</b><br>(see acceleration phase)<br>What needs to be done to effectively implement crisis procedures? |  | <b>Other Support</b>   | <b>Plan Considerations:</b> |
| <b>Agitation:</b><br>What modifications can be made to the environment to maintain safety?<br><br>What options can be provided to the student to support success?                                |  | <b>De-escalation:</b><br>What interactions need to be avoided to prevent re-escalation?                       |  |  |                             |

Plan Implementation Date: \_\_\_\_\_ Plan Review Date: \_\_\_\_\_ What data will be collected to monitor effectiveness of the plan: \_\_\_\_\_