

# Identify the Escalation Cycle

<b><i>What the STUDENT does...</i></b>	<b><i>What the ADULT does...</i></b>
<p><b>STAGE 1</b></p> <p>Identify beginning stage behavior (self-talking, isolating, breathing deeply, etc.)</p>	<p><b>Employ the de-escalation strategy</b></p> <p>Provide continuous and frequent reinforcement for moments of de-escalation</p>
<p><b>STAGE 2</b></p> <p>Identify second stage behaviors (moderately disruptive, paces, talking loudly, cries, etc.)</p>	<p><b>Provide stimulus change procedures.</b></p> <p>Create a subtle re-direct, use a fogging technique, alternative activity, etc.</p>
<p><b>STAGE 3</b></p> <p>Identify third stage behaviors (flailing, screaming, aggression – both VA and PA, and self-injury)</p>	<p><b>Provide firm, structured intervention.</b></p> <p>Give specific instructions on what needs to be done. Say, “you need to ...”</p>
<p><b>STAGE 4</b></p> <p>What are the Crisis procedures?</p> <p><b>STAGE 5</b></p> <p>What do you do when the student has calmed down?</p>	<p><b>Utilize necessary crisis procedures</b></p> <p>Include procedures for time-out, seclusion time-out, safe restraint, etc.</p> <p><b>Consequences(?) and actions</b></p> <p>What will staff say or do? Will the student be returned to the previous activity or ??</p>

	<b>Behavior</b>	<b>Staff Response</b>
Stage 1		
Stage 2		
Stage 3		
Stage 4		

Stage 5