

# CRISIS PLAN

## ACTION PLAN NEEDED FOR TIMES WHEN A STUDENT MAY BE AT RISK OF HARM TO SELF OR OTHERS

1. Does the student's behavior pose a significant risk to self or others? If so, a plan to ensure safety and **rapid** de-escalation needs to be developed.
2. Crisis plans are reactions to behavior and adults are to focus on de-escalating emotions. This is not a time for lectures, reprimands, or threats.

## COMPONENTS OF A CRISIS PLAN

1. Behavior definition
  - a. Measurable
  - b. Observable
  - c. Define the crisis level of the behavior so clearly any staff person knows when the behavior has reached the intensity and severity level which meets the definition of the crisis behavior.
2. Specific procedures
  - a. Procedures to be implemented WHEN a crisis occurs, not the potential of a crisis
  - b. Specific and detailed. Leaving nothing to imaginative, creative responses that could be ineffective, escalate the behavior, and possibly illegal.
  - c. Team should consider antecedent strategies to put in place to prevent inappropriate and potential crisis behaviors.
3. Data collection tools and procedures
  - a. During or immediately after
  - b. Form
  - c. Who
  - d. Other materials such as timer
4. Staff/student responsibility
  - a. Assign necessary tasks for all involved
  - b. Will a student need to be trained to alert a neighboring teacher or office staff?
    - i. For example: Upon instruction to do so, the designated student will take a green card to the neighboring teacher or office, and that staff member knows this means assistance is needed in the classroom with the specific student.
5. Reporting procedures
  - a. When to report
  - b. Who will report
  - c. How to report

# PROCESS TO AID IN DE-ESCALATION (Intervention Central)

- validate/normalize student's feelings
- keep at least 1 arm length away (2 is best)
- keep arms low - raised or waving arms is threatening
- keep facial expressions neutral
- use calm, low voice
- make only promises you can keep

## RESOURCES

- [arbss.org](http://arbss.org)
  - Professional Learning
    - Courses
      - Antecedent Based Strategies
      - Targeted Behavior Interventions
      - Essential Behavior Concepts
    - Modules
      - Essential Classroom Behavior Management Strategies
        - 7 modules
      - Functional Behavior Assessment
        - 14 modules
      - Moving Forward After an FBA (Focus on behavior intervention plans)
        - Coming Spring/Summer 2022
        - 7 modules
    - Behavior Breaks (short training videos; approx 10-30 minutes)
      - General Classroom Management Strategies
      - Reinforcement
      - Building Positive Relationships
      - Skill Building
      - Specialized Interventions
  - Resources
    - Arkansas Resources
    - Other Resources
    - Autism Training