# Interim Behavior Response Plan (IBRP)

The Interim Behavior Response Plan (IBRP) supports school teams in the development and implementation of an immediate, interim plan to prevent and respond to behaviors.

This tool is a component of the District's Multi-Tiered System of Supports (MTSS) framework for implementing school-wide Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), supporting a trauma-resilience informed approach to student learning and social emotional wellbeing.

For a student who is experiencing a behavior crisis, the escalation cycle illustrated below follows a distinct sequence. It is critical that those responding to escalating behaviors create and implement a plan based upon an understanding of each part of the cycle and that planned responses are **individualized based upon the student's own behavior characteristics and needs**.

Escalation Cycle
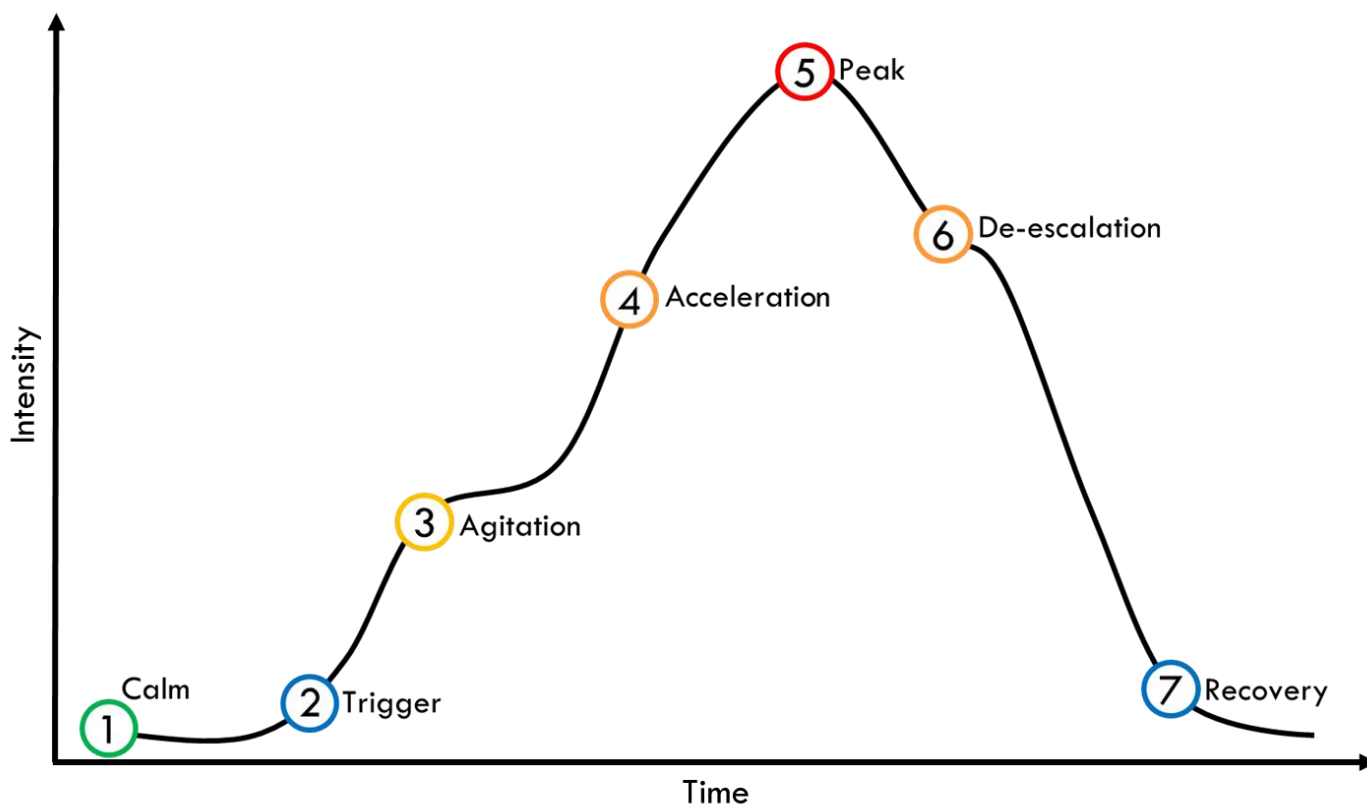
The following process is recommended for the school site team (e.g., teacher, administrator, support staff, parent) to plan, develop, and implement an IBRP.

Step 1: Adult Self-Awareness

Help students with behavioral challenges by starting with adult self-care and adult self-awareness before responding. We can best support students when we are calm and aware of ourselves and our reactions/triggers.

⬇

Step 2: Co-Regulation

Provide coaching and modeling to help student regulate their thoughts, feelings, and behaviors through co-regulation which is an ongoing supportive interaction whereby the educator engages alongside the student.

⬇

Step 3: Student Glows & Grows

Support the student using an asset-based approach that focuses on social emotional well-being.

⬇

Step 4: IBRP Development

Develop an individualized IBRP as a team based on the student's own behavior characteristics and needs.

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Step 5: Implement with Fidelity

Implement the IBRP consistently among all staff.

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Step 6: Revise the IBRP Based on Data

Collect and analyze data to determine modifications to the plan (e.g., every 4 weeks).

Adult Self-Awareness

We are most supportive when we are consciously aware of our own needs and the individual needs of others. This begins with **self-awareness**. We can best support each other when we are calm and aware of ourselves. Before responding, check in with yourself by asking:

- Am I okay?
- Am I making an emotional response or a rationale response?
- How might my biases impact my decision making?

Directions: If more items are checked off in the **Disconnection** and **Reactivity** sections, then consider personal triggers and some positive supports to counter the triggers. It is okay to feel how you are feeling. The goal is to manage your own social emotional well-being before helping the students with theirs.

Calm
☐ I am breathing at a normal rate/rhythm.
☐ I am feeling calm in my body. My muscles feel relaxed.
☐ I can think and plan.
☐ I can come up with options.
☐ I can ask for assistance from other adults or give myself a break.

Disconnection
☐ I feel slow to react, and I cannot think fast enough.
☐ I feel like I am sinking or disappearing.
☐ I do not feel up to managing the situation.
☐ I feel helpless.
☐ I feel sad.

Reactivity
☐ I am upset and reacting quickly.
☐ My breathing is shallow or heavy.
☐ My body is tense.
☐ I cannot think.
☐ I feel like I am going to explode.
☐ I am talking loudly or yelling.

What might be some of my personal triggers?

What are some positive supports to counter such triggers?

Adapted from *Beyond Behaviors*, 2019.

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(Step 2)

Co-Regulation

Provide coaching and modeling to help the student regulate their thoughts, feelings, and behaviors through co-regulation which is an ongoing supportive interaction whereby the educator engages alongside the student.

4. Building Bridges

☐ We are forming plans for how to manage this in the future.

☐ I emphasize that people need each other during trying times and that I am open and available to the student.

3. Shared Problem Solving

☐ I am beginning to understand what the student is communicating or needing from me.

☐ I can begin to understand what may have just happened and what the student thinks happened.

☐ I can be reflective and open to the student's process of figuring out what they need.

☐ I am engaging in a discussion with the student to understand where the breakdown was and putting the situation into context.

☐ I help the student find new ways to regulate.

2. Interactions

☐ I can have a positive and relaxed reciprocal communication (verbal or nonverbal) with the student.

☐ We are engaged in a shared experience.

1. Engagement & Relating

☐ I am calm and feeling up to engaging with the student.

☐ I can feel compassion or empathy for the student.

☐ My facial expressions, body language, and other nonverbals are relaxed.

☐ I can communicate with the student (words, body, visuals) in a way the student needs.

Adapted from Greenspan & Wieder, 2006 and *Beyond Behaviors*, 2019.

Student Glows & Grows

Together as a team, support the student using an asset-based approach that focuses on social emotional well-being. For every 1 grow, challenge yourself to identify at least 4 glows.

|	Glows	Grows
Academics		

	Glows	Grows
Social Emotional		

Student Preference(s)	**Triggers**
	Identify triggers (if known): Identify school-based and/or non-school-based environmental triggers that may cause the student to escalate. These may or may not include: ☐ Change in routine ☐ Hunger ☐ Unfamiliar people ☐ Enclosed spaces ☐ Presentation of tasks ☐ Health problems ☐ Inadequate sleep ☐ Transiency ☐ Community factors ☐ Other: _____ ☐ Other: _____

Student Health & Human Services

Division of Special Education

Interim Behavior Response Plan
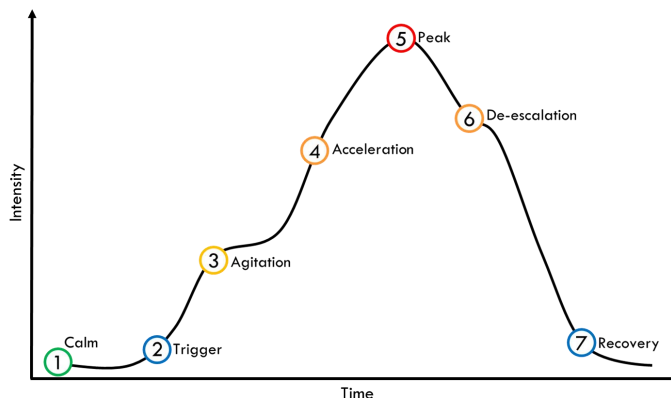
Stage 1: Calm (Where learning occurs)

Baseline Behavior (what the student's behavior looks like when engaged and meeting expectations in the learning environment): Overall behavior is cooperative and expected at this stage. The goal of documenting the student's behavior in the calm stage is to create responses that will support the student in maintaining their behavior in this stage. Staff responses should be supportive. The sample below gives general ideas of the type of information and strategies the team may want to include to help minimize the chances for escalating behavior to occur. Some of the following strategies may not be appropriate to your particular student's needs. Be sure to include information that is matched to the student for whom the plan is developed for. Consider ease of implementation when developing the plan. **The plan should also be given to all staff who work with the student and implemented with fidelity.**
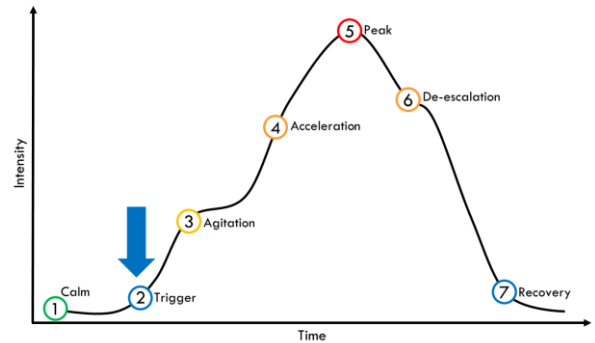
Student Behavior	Staff Responses
What does the student look like/behave like when calm? Include information about the student's physical state and actual behaviors exhibited during this stage. **Behaviors in this stage may or may not include**:	Suggested strategies to promote calm behavior **(Individualize strategies based upon the student's own behavior characteristics and needs.)**
- Engages in lesson/activity - Maintains on-task behavior - Follows directions - Responds to positive and corrective feedback, without engaging in unexpected behaviors	- Provide a positive environment with a high level of routine and consistency. - Clearly communicate and teach behavior expectations. Use modeling, role-play and rehearsal to explicitly teach the desired behavior. - Give clear, calm, and brief redirections for minor, infrequent unexpected behavior(s). - Establish routines to decrease downtime and disruptions. - Plan ahead for starter activities, structured transitions, and entry and exit routines. - Provide active supervision and reduce distractions. - Provide movement/brain breaks. - Provide opportunities for choice. - Positively reinforce the expected behavior(s). - Use Culturally & Linguistically Responsive Teaching Practices.

	• Provide a ratio of 4 positive to 1 corrective adult to student interactions (connection over correction).
	• Teach social skills. Teach and revisit Social Emotional Learning Curricula.
	• Teach problem solving and coping skills.
	• Teach replacement behaviors.
	• Facilitate community building circles.
	• Facilitate frequent check-ins/check-outs.
	• Use restorative language (e.g., affective statements, restorative questions).

Stage 2: Trigger

Overall behavior involves a series of unresolved problems at this stage. Events in the environment (e.g., interactions with others, physical discomfort) can trigger the escalation cycle. It is important to know what types of events in the environment have a history of triggering a student's escalating behavior(s). The student's physical state should also be considered at this stage (e.g., basic needs). Ensure that the plan created is a match to the student's actual behavior characteristics.
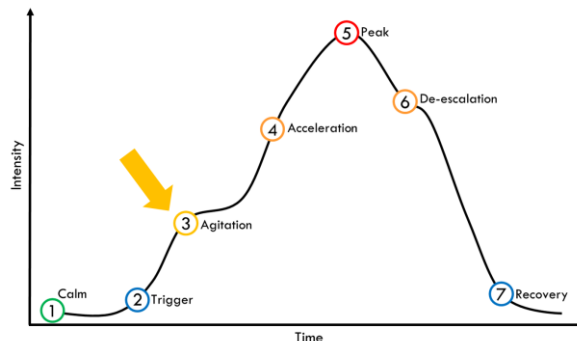

Student Behavior	Staff Responses
Include information about the student's physical state and actual behaviors exhibited during this stage. **Behaviors in this stage may or may not include**:	In what way will the staff respond to support the student to de-escalate? **(Individualize strategies based upon the student's own behavior characteristics and needs.)**
• Grimaces • Stares into space • Verbally refuses to follow directions • Appears to be unfocused or off task after directions are given	• Speak calmly and keep your tone neutral. • Provide opportunities for choice. • Avoid power struggles (e.g., arguing or becoming defensive). • Treat student with respect. • Prompt and reinforce the use of self-regulation strategies. • Provide specific praises/reinforcement for any approximation toward expected behavior(s). • Acknowledge cooperation with affective statements. • Consider appropriate proximity: respect personal space and keep a reasonable distance (minimum 3-5 ft away). • Ask the student, "How can I help you?" • Use non-threatening body language. • Provide movement/brain breaks. • Be an active and compassionate listener. • Be brief and minimize adult talk, KISS (Keep it Short and Simple).

| | • Provide concise and specific positively stated directions and give only one direction at a time. Tell the student what to do, not what you don't want them to do. |
| | • Allow student to use a predetermined location, safe place, cool down area. |

Stage 3: Agitation

Overall behavior is unfocused and distracted at this stage. The **Agitation stage** is usually reached when a student is unable to control or manage the triggers identified in the **Trigger stage**. The **Agitation stage** can be described as a slight increase or decrease in the student's behavior as the previous stage in the cycle.
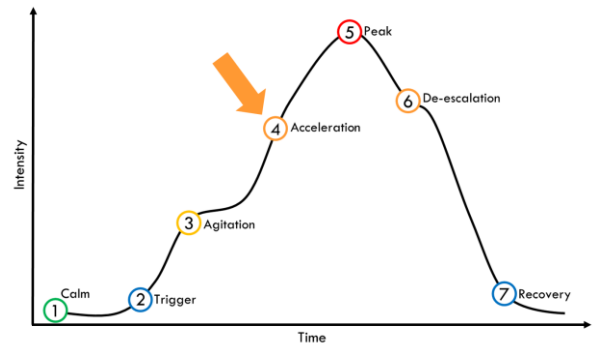

Student Behavior	Staff Responses
Include information about the student's physical state and actual behaviors exhibited during this stage. **Behaviors in this stage may or may not include**:	Suggested strategies to de-escalate. **(Individualize strategies based upon the student's own behavior characteristics and needs.)**
• Stares into space • Paces • Fidgets • Rocks • Vocalizes repetitively (e.g., repeating words, sentences, sounds) • Withdraws from group	• Show empathy: recognize the student's unexpected behavior and communicate concern. • Redirect and help the student become more engaged in activity, lesson, or task. • Offer assistance with the task. • Ask the student, "How can I help you?" • Minimize workload. • Break up the task into smaller parts/chunks • Provide guidance and reassurance with the use of simple visual and verbal prompts. • Use restorative language (e.g., affective statements). • Guide student back to tasks. • Provide opportunities for choice. • Allow student to use a predetermined location, safe place, cool down area. • Provide opportunities for successful responses/minimize errors. • Provide wait time between each interaction (10-30 seconds). • Provide movement/brain breaks. • Provide specific praise/reinforcement for any approximation toward expected behavior(s).

	• Consider appropriate proximity: respect personal space and keep a reasonable distance (minimum 3-5 ft away). • Provide additional time. • Be brief and minimize adult talk, KISS (Keep it Short and Simple). • Use non-threatening body language. • Prompt and reinforce the use of self-regulation strategies.

Stage 4: Acceleration

Overall behavior may appear as staff-provoking, leading to further negative interactions at this stage. The **Acceleration stage** often appears very similar to the **Agitation stage**. The clear difference is a shift to behavior(s) that is engaging to others. Student exhibits behavior(s) that are highly likely to obtain a response from another individual.
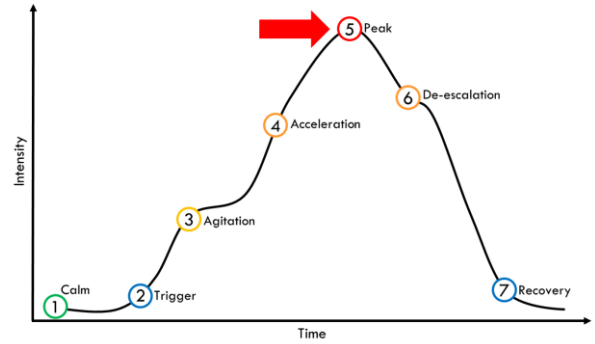
Student Behavior	Staff Responses
Include information about the student's physical state and actual behaviors exhibited during this stage. **Behaviors in this stage may or may not include**:	Suggested strategies to de-escalate and enhance the safety of the environment. **(Individualize strategies based upon the student's own behavior characteristics and needs.)**
• Questions and argues • Violates rules • Uses profanity • Whines and cries • Threatens and intimidates • Destroys property	• Remove any potential harmful objects or items in the immediate area. • Provide specific praise/reinforcement for any approximation toward expected behavior(s). • Allow student to use a predetermined location, safe place, cool down area. • Avoid power struggles. • Prompt and reinforce the use of self-regulation strategies. • Use non-threatening body language. • Be brief and minimize adult talk, KISS (Keep it Short and Simple). • Alert school administration. • Notify necessary staff of situation and provide directions for response. • Establish lead (one voice) person with good rapport with the student.

Stage 5: Peak

Overall behavior is irrational and unresponsive at this stage. During the **Peak stage**, problem behaviors have reached the most serious or intense part of the escalation cycle. **Peak** behaviors are serious, disruptive, and can often threaten the safety of the person who is escalating or others. During this stage, the person who is escalating can become dangerous.
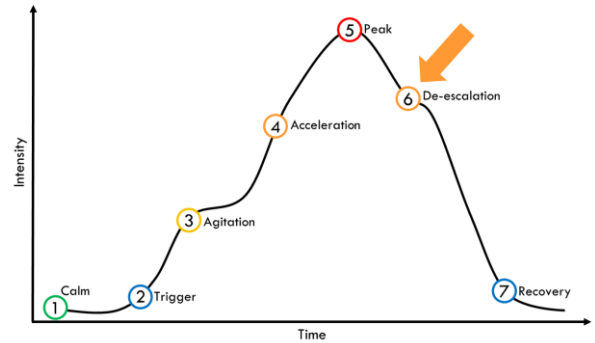
Student Behavior	Staff Responses
Include information about the student's physical state and actual behaviors exhibited during this stage. **Behaviors in this stage may or may not include**:	Suggested strategies to ensure safety: Strategies should be a match to individual situation and school setting. **(Individualize strategies based upon the student's own behavior characteristics and needs.)**
- Aggresses physically towards others - Threatens the safety of students, staff, and/or self - Destroys property (to an increased extent, as compared to the **Acceleration stage**) - Tantrums severely - Elopes (runs away)	- Follow the District's emergency procedures. - Focus on student and staff safety. - Assess the situation for safety concerns. - Alert school administration. - Notify necessary staff of situation and provide directions for response. - Remove other students as needed to a pre-designated area. Plan ahead of time how this will be done, where, and which adults will stay with the student in crisis. - Establish lead (one voice). Be brief and minimize adult talk. - Provide specific praise/reinforcement for any approximation to expected behavior(s).

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Stage 6: De-Escalation

Overall behavior shows confusion and lack of focus at this stage. The **De-Escalation stage** is the beginning of the student's reduction of the intensity of behavior. It is important to avoid staff responses that may re-escalate the student.
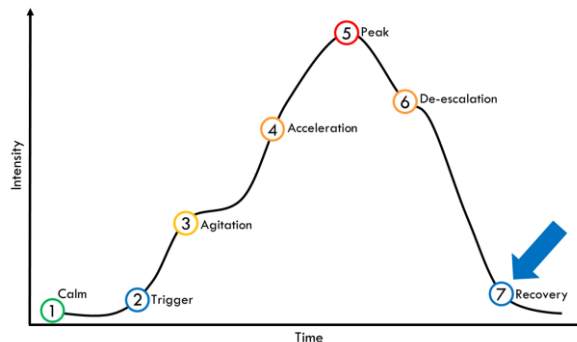

Student Behavior	Staff Responses
Include information about the student's physical state and actual behaviors exhibited during this stage. **Behaviors in this stage may or may not include**:	Suggested strategies to return to the **Calm stage**. **(Individualize strategies based upon the student's own behavior characteristics and needs.)**
- Exhibits confusion (e.g., unresponsive to adults when spoken to, expresses unfamiliarity with environment or event) - Exhibits withdrawal (e.g., puts head down, isolates self from peers or adults) - Denies responsibility - Blames	- Monitor for health and safety. - Allow time and space to de-escalate, under supervision. - Avoid blaming. - Be non-judgmental. - Provide independent work that is fairly easy to complete to help regain focus. - Provide relaxation activity (e.g., mindfulness, breathing activity). - Be brief and minimize adult talk, KISS (Keep it Short and Simple). - Be an active and compassionate listener. - Provide specific praise/reinforcement for any approximation toward expected behavior(s).

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Stage 7: Recovery

Overall behavior reflects an eagerness to refocus attention away from problem behavior(s) at this stage. A desire to work independently and a reluctance to interact may be apparent. During the **Recovery stage**, the student is returning to a non-agitated state. The student's behavior may even drop below the baseline (calm) state. The student may regain focus and engage in classroom activities or other previously mastered tasks, to a limited extent.

Student Behavior	Staff Responses
Include information about the student's physical state and actual behaviors exhibited during this stage. **Behaviors in this stage may or may not include**:	Suggested strategies to return to the **Calm stage**. **(Individualize strategies based upon the student's own behavior characteristics and needs.)**
- Cries - Sleeps - Normalizes breathing and other physical functions - Accepts independent work/activity - Participates at a minimal level - Regains composure	- Be non-judgmental using restorative language (e.g., affective statements). - Provide specific praise/reinforcement for any approximation toward expected behavior(s). - Give time and space. - Engage in a reflection activity, if appropriate. - Be brief and minimize adult talk, KISS (Keep it Short and Simple). - Provide independent work that is fairly easy to complete to help regain focus. - Allow for decreased levels of participation.

After an incident staff should debrief to discuss what happened and determine any modifications/revisions needed. Consider using restorative language (e.g., affective statements, restorative questions).
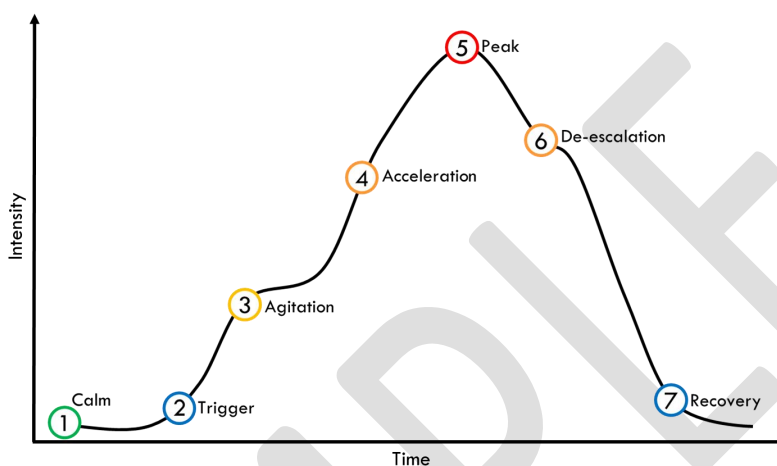
Related Resources

- LA Unified Positive Behavior Interventions & Supports/Restorative Practices
  https://achieve.lausd.net/pbis_rp

- LA Unified PBIS/RP Schoology Group Access Code: **ZV2B-2PCZ-BMJVX**

- LA Unified School Mental Health (SMH) Website
  https://achieve.lausd.net/smh#spn-content

- LA Unified Student Health and Human Services (SHHS) Website
  https://achieve.lausd.net/shhs

- LA Unified Special Education Behavior Support Department Schoology Group
  Access Code: **Q2CG-Q48D-HK8W9**

- LA Unified BUL-2637.4 Suicide Prevention, Intervention and Postvention

- LA Unified BUL-5799.1 Threat Assessment Management

Sample IBRP

Student Name: J.B.	Date of Plan: 01.20.2021
School Team Developing Plan: Teacher, Assistant, Administrator, SOS Adviser	School: Excellent PBIS/RP School

	Student Behavior	Staff Responses
Calm	• Sits in chair but does not make eye contact. • Works slowly and at own pace on assignments. • Is responsive to simple two-step directions. • Asks questions about how to perform task or assignment. • May offer help to teacher in passing out items for class.	• Daily check-ins. • Use 4 to 1 positive reinforcement (4 positive interactions to 1 corrective interaction). • Provide specific praise for expected behavior(s). • Use a First/Then board. Before difficult tasks (e.g., independent math work, writing exercise), break task down into increments of 15- minute work requirement followed by a 5-minute preferred activity of choice. Make sure that the choice is pre-determined and paired with the use of a timer. • Allow flexible seating during Independent Work Time (IWT). • Teach replacement behaviors: When student feels frustrated, they can request help for assignment or a break. Break should be in designated area with supervision. • Provide student with a quiet place to work. • Provide frequent movement/brain breaks.

	Identify Known Triggers	Student Behavior	Staff Responses
Triggers	• Adult or peer pointing out the student is working slowly. • Peer interaction where the student tells you someone is bothering them. • Transitions to different tasks. • Telling the student to stop talking to others next to them.	• Says "no". • Slumps shoulders while sitting in chair. • Mumbles cryptic speech under their breath- softly, saying, "I hate this. I hate you."	• Avoid making eye contact. • Speak calmly and keep your tone neutral. Avoid nagging. • Keep instructions concise and clear. • Redirect to focus on the task at hand and at the same time offer support or help. • Provide specific praise/reinforcement for any approximation toward expected behavior(s). Ex: "Thank you for holding your pencil correctly and sitting in your seat." • Consider appropriate proximity: respect personal space and keep a reasonable distance (minimum 3-5 ft away). • Provide wait time between each interaction (10-30 seconds).

	Student Behavior	Staff Responses
Agitation	• Withdraws from group and/or will talk to self or staff about how they are being bothered. • Says "never mind" at a vocal level slightly above conversational level. • Shakes their leg while sitting and fidgets in their seat.	• Approach student using non-threatening body language and stand to the side of the student. • Speak calmly and ask the student, "How can I help you?" Allow 10-30 seconds of wait time before repeating the question, if necessary. • Provide specific praise/reinforcement for any approximation toward expected behavior(s). • Provide student opportunities to take a supervised break in the designated cool down location in the classroom.

	Student Behavior	Staff Responses
Acceleration	• Cries and yells loudly, sometimes saying, "I'm so embarrassed!" or "I hate this school!" • Rocks and covers head with hands. • Gets up and paces around the room, clenching fists and tilting head back.	• Remove any potential harmful objects or items in the immediate area. • Call using the code *223 for assistance and use the code word "coffee" and then state the location. No more than 3 staff members present – teacher, TA, and campus aide. • Move staff and others to a safe distance away (at least 20 feet). • Alert school administration. • Establish lead (one voice). Be brief and minimize adult talk. KISS (Keep it Short and Simple). • Take all threats seriously. • Use non-threatening body language. • Provide reassurance of support. • Identify an incompatible behavior to yelling. Ex: Prompt the student and say, "Come on. Let's grab a drink of water". Make sure that person engaging in the conversation with student is the only person speaking to student.

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	Student Behavior	Staff Responses
Peak	• Screams, "I hate you!", "You're ugly!" • Throws objects (e.g., books, desks). • Runs out of the classroom.	• Assess the situation for safety concerns. • Establish lead (one voice). Be brief and minimize adult talk. No talking if escalation continues. • Use code word of "purple" to have the staff (paraprofessional, administrator, etc.) take the other students to the pre-designated area (library, basketball area). • Provide specific praise/reinforcement for any approximation to expected behavior(s).
	Student Behavior	**Staff Responses**
De-escalation	• Lays on ground in fetal position. • Covers head with hooded sweater. • Stays silent and withdrawn.	• Provide independent work that is fairly easy to complete to help regain focus. • Provide relaxation activity (e.g., Mindfulness, breathing activity). • Use reassuring language to support. • Respect personal space and keep a reasonable distance (10 ft. away). Let student initiate conversation. • If student states that they are tired, allow them to rest.
	Student Behavior	**Staff Responses**
Recovery	• Begins to interact with adults as if nothing ever happened. • Appears anxious.	• Debrief with student, if appropriate. • Be non-judgmental using restorative language. • Use non-threatening body language. • Give time and space. • Offer assistance if student initiates cleaning up area. • Provide specific praise/reinforcement for any approximation toward expected behavior(s). • Provide independent work that is fairly easy to complete to help regain focus. • Allow for decreased levels of participation.