

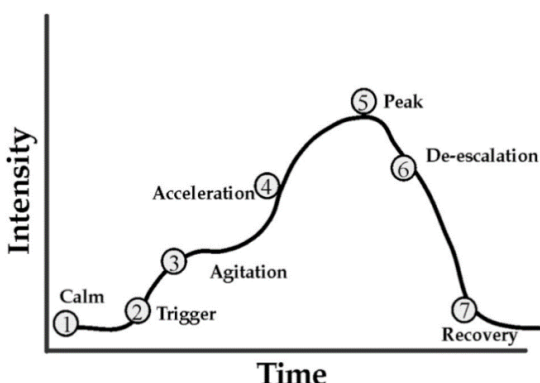
Interim Behavior Response Plan (IBRP)

The Interim Behavior Response Plan (IBRP) supports school teams in the development and implementation of an immediate and interim plan for preventing and responding to behaviors. *This plan does not replace Functional Behavior Assessments and/or Behavior Support Plans.*

The cycle of acting out behavior follows a distinct sequence. It is important that those responding to the acting out behavior create and implement a plan based upon each part of the cycle and that planned responses are individualized based upon the student's own behavior characteristics. Each stage of the IBRP addresses the student's behavior as well as staff responses (suggested strategies) that should be used to support the student in remaining or returning to calm. Teams must address both student and staff responses for each stage.

The

Escalation Cycle



Stage 1: Calm

Baseline Behavior: (What the student's behavior looks like on a typical day)

Overall behavior is cooperative and acceptable 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 his or her behavior in this stage. Staff responses should be supportive and designed to promote calm behavior. The sample below gives ideas of the type of information the team may want to include. It may not be appropriate to your particular student. Be sure to include information that is matched to the student for whom the plan is being written.

Student Behavior <i>(What does the student look like/ behave like when calm?)</i>	Staff Responses <i>(Suggested strategies to promote calm behavior)</i>
<p>Include information about the student's physical state and actual behaviors exhibited during this stage.</p> <ul style="list-style-type: none"> Engages in lesson Maintains on-task behavior Follows directions Responds to positive and corrective feedback, without engaging in problem behaviors 	<ul style="list-style-type: none"> Provide a positive classroom 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. Positively reinforce the expected behavior Provide a ratio of 4 positive to 1 corrective adult-student interactions Provide active supervision Teach social skills Teach problem solving and coping skills Teach replacement behaviors Assess for environmental factors that may trigger inappropriate behavior Integrate academic and behavior instruction for success

	<p>for all students</p> <ul style="list-style-type: none"> • Plan and structure transitions • Provide opportunities for choice • Use precorrection • Give clear, calm, and brief redirections for minor, infrequent behavior errors • Implement the student's behavior support plan. Share it with those who work with the student.
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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 of the cycle of acting out behavior. It is important to know what types of events in the environment have a history of triggering a student's acting out behavior. The student's physical state should also be considered at this stage. Ensure that the plan created is a match to the student's actual behavior characteristics.

Identify triggers (if known):

Identify school-based and/or nonschool-based environmental triggers that may cause the student to escalate. These may or may not include:

- Change in routine
- Unfamiliar people
- Enclosed spaces
- Presentation of tasks
- Health problems
- Inadequate sleep
- Transiency
- Community factors

Student Behavior	Staff Responses
<p><i>(What does the student look like/ behave like when triggered?)</i></p> <ul style="list-style-type: none"> • Grimaces • Stares into space • Verbally refuses to follow directions • Appears to be unfocused or off task after directions are given 	<p><i>Identify staff responses to be utilized when the student is in the trigger stage. In what way will the staff respond to assist the student to return to calm.</i></p> <ul style="list-style-type: none"> • Speak calmly, firmly, and respectfully • Avoid power struggles, arguing, or becoming defensive. Don't embarrass or humiliate the student. • Respect the student's personal space and keep a reasonable distance. Avoid touching or grabbing the student. • Avoid body language that communicates anger or frustration. Move slowly and deliberately toward the problem situation. Establish eye-level position. • Acknowledge cooperation • Listen actively • Be brief and minimize adult talk, KISS (Keep It Short and Simple) • State directions positively. (Tell the student what to do, avoid telling the student "Don't ____.") Give only one direction at a time, be specific and direct. • Redirect to a choice activity • Allow student to use a "safe" place (identify)

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 phase two. The agitation phase can be described as a slight increase or decrease in the student's behavior. Students in the agitation stage are often unfocused and distracted.

Student Behavior	Staff Responses
<p>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include:</p> <ul style="list-style-type: none">• Stares into space• Paces• Fidgets• Rocks• Vocalizes repetitively (e.g., repeating words, sentences, sounds)• Withdraws from group	<p>Suggested strategies to return to calm:</p> <ul style="list-style-type: none">• Offer assistance with the task• Minimize the work load• Break up the task into smaller chunks• Guide the student with simple visual and verbal prompts• Provide opportunities for successful responses/minimize errors• Guide student to start/continue task• Provide movement activities• Determine appropriate proximity• Provide preferred activities• Provide additional time and/or space• Give reassurance• Guide or assist student back to tasks• Be brief and minimize adult talk, KISS (Keep It Short and Simple)

Stage 4: Acceleration

Overall behavior is 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 that is engaging to others. Student exhibits behaviors that are highly likely to obtain a response from another individual.

Student Behavior	Staff Responses
<p>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include:</p> <ul style="list-style-type: none">• Questions and argues• Violates rules• Uses profanity• Whines and cries• Threats and intimidates• Destroys property	<p>Suggested strategies to return to calm:</p> <ul style="list-style-type: none">• Offer choices (e.g., use choice cards, allow choice of preferred activities)• Provide a break/"cool down" time and location (based on a pre-planned protocol). Student can be provided with independent activities, movement activities, or low stress/calming activities.• Acknowledge/reinforce any approximations of desired behavior• Redirect the student's attention to a high-interest activity• Speak calmly, and respectfully• Avoid power struggles• Use nonthreatening body language• Be brief, minimize adult talk, KISS (Keep It Short and Simple)

Stage 5: Peak

Overall behavior is irrational and unresponsive at this stage. During the peak stage, behaviors have reached the most serious or intense part of the acting out cycle. Peak behaviors are serious, disruptive, and can often threaten the safety of the acting out person or others. During the peak stage, the acting out behavior can become very dangerous.

Student Behavior	Staff Responses
<p><i>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include:</i></p> <ul style="list-style-type: none">• Aggresses physically towards others• Threatens the safety of students, staff, and/or self• Destroys property (to an increased extent, as compared to Stage 4)• Tantrums severely• Elopes (runs away)	<p><i>Suggested strategies to ensure safety:</i> <i>Strategies should be a match to individual situation and school setting.</i></p> <ul style="list-style-type: none">• Follow the District's emergency procedures• Assess situation for safety concerns• Alert school administration• Continue to use verbal de-escalation strategies• 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• Be brief and minimize adult talk, KISS (Keep It Short and Simple)

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. Students in the de-escalation stage are often confused or disoriented. It is important to avoid staff responses that may re-escalate the student.

Student Behavior	Staff Responses
<p><i>Include information about the student's physical state and actual behaviors exhibited during this stage. Behaviors in this stage may or may not include (Be specific to student):</i></p> <ul style="list-style-type: none">• 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 others	<p><i>Suggested strategies to return to calm:</i></p> <ul style="list-style-type: none">• Allow time and space• Allow access to a preferred activity• Provide a relaxation activity• Be brief and minimize adult talk, KISS (Keep It Short and Simple)

Stage 7: Recovery

Overall behavior reflects an eagerness to refocus attention away from problem behavior at this stage. A desire to work independently and a reluctance to interact may be apparent. During recovery, 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
<p><i>Behavior may or may not include (Be specific to student):</i></p> <ul style="list-style-type: none">• Cries• Sleeps• Normalizes breathing and other physical functions• Accepts independent work/activity• Participates at a minimal level• Regains composure	<p><i>Suggested strategies to return to calm:</i></p> <ul style="list-style-type: none">• Be non-judgmental• Give time and space• Be brief and minimize adult talk, KISS (Keep It Short and Simple)• Provide independent work if student is receptive• Allow for decreased levels of participation

Adapted from: Managing the Cycle of Acting Out Behavior, Geoff Colvin, 2004.