**Phase 1: Calm**

* Overall behavior is cooperative and acceptable
* Student is able to exhibit behaviors essential to success in the classroom
  + Stays on task, Follows rules/expectations, Responds to praise, Initiates appropriate behavior, Responds to goals
* **Adult Goal:** Keep student here, actively engaged. Instructional delivery should be explicit and engaging with high rates of opportunities to respond.

**Phase 2: Triggers**

* Adults should identify trigger(s) and intervene to prevent escalation into problem behavior
* **Goal:** Get back to Calm
* Do you need to:
  + Reteach expectations (perhaps something is unclear)?
  + Make a change to the environment (change seating, address another student’s behavior, reduce noise)?
  + Cue or pre-correct (Do they need a reminder)?
  + Provide positive feedback to the student to reinforce the behavior that you want him to return to?
  + Offer a choice within expectation?

**Phase 3: Agitation**

* Behaviors at this level are those that are unlikely to go unnoticed and suggest increased likelihood of a full-blown escalation
* Behavioral Increases in Agitation Phase:
  + Darting eyes, Busy hands, Moving in and out of groups, Off-task and on-task cycle, Fidgeting, Making noises, Increasing voice volume
* Behavioral Decreases in Agitation Phase:
  + Staring into space, Veiled eyes, Non-conversational language, Contained hands, Withdrawal, No response to direction
* **Adult Goal:** Use anxiety reduction or defusing strategies to help student return to Calm phase -
* **Drop compliance demands**
* Engage in passive or movement activity (benign)
* Help student focus: Provide more support to get started on work, helpful prompts, support with materials, but not pushing for completion
* Empathy: Let the student know you understand their agitation and express concern (concisely!)
* Prompt a break: Quiet time away to regroup

**Phase 4: Acceleration**

* Examples of Acceleration behaviors:
  + Screaming/yelling, Swearing, Breaking pencils, Tearing up work, Stomping feet, Threats to harm others, Tipping chair, Whining or crying
* Does not include behaviors that indicate imminent danger to self or others (Level 5)
* NOTE: Some students do not present with behaviors that can be differentiated between levels 4 and 5
* **Adult goals: Must be non-emotional, non-punitive and non-verbal in order to prevent full-blown crisis**
* Adults will typically be emotionally charged themselves during this phase and will have to fight their natural inclination to engage in a power struggle
* **Doing so will serve to escalate the behavior!**
* Adults should:
  + Provide a safe environment for the student to de-escalate
  + Prevent behaviors that are a danger to self and others
  + Student removed from the classroom to a safe place (non-punitive time away) or students in the classroom are removed to ensure safety for all

**Phase 5: Peak – Crisis**

* Behavior is out of control
* At this point behavior is so out of control and is so dangerous or disruptive that class cannot continue or can continue only with great difficulty
* Peak behaviors are the most serious in the whole change of emotional escalation
* **This level, often considered “crisis,” includes behaviors that pose an imminent danger to self and others**
* **Adult Goal:** the goal is exclusively to provide a safe environment until the student de-escalates
* **Michigan Public Acts 394-402 of 2016**: By law, no non-emergency use of seclusion or restraint is allowed. Restraint and seclusion practices may only be used if a child is a danger to themselves or others and there are reporting and training requirements.

**Phase 6: De-escalation**

* This level is most often needed for students who engaged in Phase 4 or 5 behavior
* **Examples of behaviors in this phase:** Quiet/withdrawal, crying, sleeping, confusion, denial/blaming others, becoming responsive to instructions
* Because de-escalation is a PROCESS of incrementally reducing the intensity of the behavior, behaviors may vacillate between Calm and Acceleration Calm behaviors indicate readiness to return to schedule
* **Adult Goal:** allow this phase to happen without jumping in and re-escalating the student!

**Phase 7: Recovery**

* **Students behavior shows an eagerness for busy work and reluctance to interact**
* In this phase the student slowly returns to his original state, is less agitated and more able to resume to normal classroom activities. Provide re-entry task to check for readiness
* Typical recovery behaviors:
  + Eagerness for independent work or activity (i.e. word search, puzzle)
  + Scheduled behavior in a group work or class discussion
  + Defensiveness, guarded, cautious behavior