

Student Behaviours During Escalation and De-Escalation (What STUDENT says and does)

<p align="center">Calm and Ready to Learn</p> <p>Smiling, laughing, playful.</p> <p>Works and plays alongside peers.</p> <p>Engages in conversation.</p> <p>Eye contact.</p>	<p align="center">Level 1 – NCI - Anxiety <i>Early signs of dysregulation</i></p> <p>Takes pics off visual schedule.</p> <p>Wanders around room.</p> <p>Eye-rolling, pouting.</p> <p>Walks out of classroom</p>	<p align="center">Level 2 - NCI Defensive <i>perceived threat or challenge</i></p> <p>Swats at adults or peers.</p> <p>Yelling/growling/moaning.</p> <p>Runs out of designated space Runs out of school building</p>	<p align="center">Level 3 – NCI Risk Behaviors <i>Risk to Self or Others</i></p> <p>Kicking</p> <p>Hitting</p> <p>Throws objects at staff or peers.</p> <p>Running off school property</p>	<p align="center">Level 4 - NCI beginning Tension Reduction <i>Observable change/drop in Energy Still Processing</i></p> <p>Checks in with adults - seeks adult attention or direction.</p> <p>Eye contact.</p> <p>Pouting.</p> <p>Stops running</p>	<p align="center">Level 4 – NCI Tension Reduction Calming Down</p> <p>Starts engaging in play or activities with adults.</p> <p>Follows directions of adults.</p> <p>Follows routines of classroom.</p> <p>Takes hand of adult</p>	<p align="center">Calm and Ready to Learn</p> <p>Smiling, laughing, playful.</p> <p>Works and plays alongside peers.</p> <p>Engages in conversation.</p> <p>Eye contact.</p>
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Staff Responses During Escalation and De-Escalation (What STAFF says & does)

<p align="center">Support Learning</p> <p>Lots of positive reinforcement and attention from adults:</p> <p>First-Then schedule.</p> <p>Countdown strip for transition warnings.</p> <p>Feelings check-in.</p>	<p align="center">Support and Prompt</p> <p>Stick to First-Then schedule (may change THEN to preferred activity) with reduced expectations (less work, less time, highly supported by adult).</p> <p>May offer break. Use break choice visual and simple language: "You look bored, let's take a break".</p>	<p align="center">Redirect Give Space</p> <p>EA to engage in busy activity (such as colouring or puzzle) nearby.</p> <p>Check in with STUDENT: "I will wait here until you're ready."</p> <p>Communicate with Response team</p>	<p align="center">Silently Protect</p> <p>Calmly clear area of students. May clear the room if necessary.</p> <p>Wait at safe distance.</p> <p>Do not interact (no eye contact, no talking).</p> <p>Follow Elopement Plan</p>	<p align="center">Reconnect</p> <p>Be warm and friendly – let STUDENT know you are not mad.</p> <p>Allow STUDENT to join in current busy activity for a few minutes.</p>	<p align="center">Refocus</p> <p>Have STUDENT complete a small part of initial request with reduced expectations (less time, less work, highly supported).</p> <p>Redirect to First-Then schedule and move on.</p>	<p align="center">Back on Track</p> <p>Lots of positive reinforcement and attention from adults:</p> <p>First-Then schedule.</p> <p>Countdown strip for transition warnings.</p> <p>Feelings check-in.</p>
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