

Student At-A-Glance

Student Name:		SpEd Classification:	Case Manager:
Date Updated:		Medical Diagnoses:	Full Scale IQ:
See data sheet for behaviors and definitions			
Likes and Interests, Strengths	Dislikes/Triggers/Stressors	Strategic Management of Flow of Day	
System of Reinforcement to Shape Behavior	Differentiating Lessons for Engagement	Environmental Needs	
De-Escalation Plan			
Calm	Agitation	Acceleration	Peak
De-Escalation	Recovery		
Build behavioral skills explicitly in targeted sessions. Praise desired behaviors in all settings when they occur (5:1 ratio praise to directives; 10:1 for students with ACEs) .	Change/adjust setting or task. Don't discuss the incident (behavior). This may temporarily reinforce an undesired behavior to prevent escalation.	Give student clear directions to relax; give student some time; disengage.	Time of student anxiety and stress. Safety is focus; problem solve/teach later when student is calm.
Focus on promoting emotional regulation.	Work towards re-establishing expectations and re-entering the learning environment.		



Crisis Information

Student Name:					Date Updated:	
Escalation Phases	Indicators	Helpful Interventions	What Does Not Help	Who To Involve	Who Not to Involve	
Early Warning Signs						
Signs of Progression						
What "Crisis Stage" Looks Like						

Crisis Team Members and Contact Information

Parents/Guardians		Other Crisis Team Members		Notes
Name	Contact	Name	Contact	

