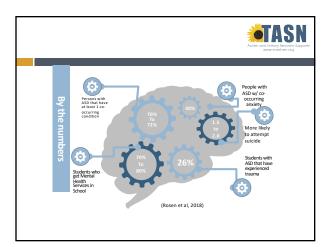
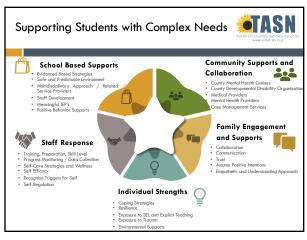




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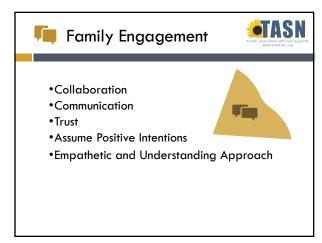






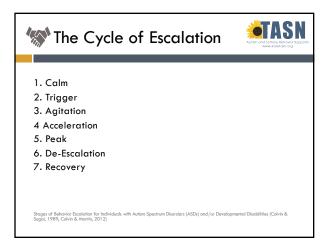


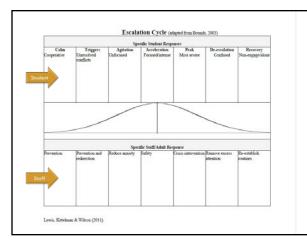














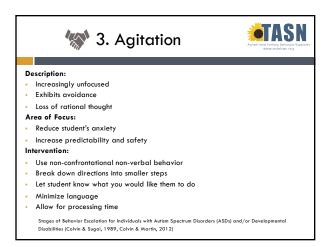
Description:

Escalating behavior is triggered by unresolved conflicts

🧐 2. Trigger

- May displace anger on to a "safe target" (teacher, para, parent)
- Area of Focus:
- Redirect the behavior
- Intervention:
- Remove the trigger if possible
- Prepare the student how to regulate emotions if the trigger is unavoidable
- Encourage the use of previously taught replacement skills Stages of Behavior Excelation for Individuals with Autism Spectrum Disorders (ASDs) and/ar Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

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4. Acceleration



Description:

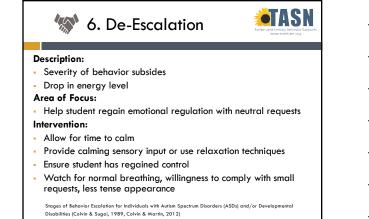
- Escalating behavior is potentially becoming dangerous
- Area of Focus:
- Maximize safety and minimize further escalation
- Intervention:
- Pause and assess the severity of the situation
- Consider the environment What changes need to be made to maintain safety
- Avoid power struggles
- Remain calm and self-regulated

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

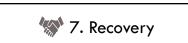
b. Exhibits screaming, aggression, self-injurious, behaviors, etc. Area of Focus:

- Maintain safe environment for yourself, the student, and others Intervention:
- Isolate the student by removing the audience
- Call for help if needed
- Follow behavior intervention plan (calming sensory input, relaxation techniques, etc.)
- Do NOT threaten consequences
- Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

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Description:

- Experience feelings of regret, shame, sorrow, or fear
- Maybe unable to verbalize emotions or details of the outburst
- Area of Focus:
- Problem solve
- Transition back to schedule / routine
- Intervention:
- Allow student to return to familiar task
- Try not to eliminate the original request, but expectation may be modified.
- Problem solve and plan to prevent future occurrences

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)



Resources



Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012) Colvin, G. (2004). Managing the cycle of acting-out behavior in the classroom. Eugene, OR: Behavior Associates.

Lewis, Kittleman, Wilcox (2011) Rosen et al, (2018)