

Table 4
Possible Student Behaviors and Emotions and Teacher’s Responses
During and After the Crisis Episode

Phase	Student’s Possible Behaviors	Student’s Possible Emotions	Teacher’s Immediate Response During the Phase	Questions a Teacher Must Ask After the Crisis Episode
1. Calm	<ul style="list-style-type: none"> • Following rules and expectations • Cooperating • Participating • Displaying on-task or socially appropriate behaviors • Responding to social praise 	<ul style="list-style-type: none"> • Contented • Grateful • Enjoyment • Happy • Hopeful • Proudful • Relaxed 	<ul style="list-style-type: none"> • Provide classroom structure • Provide quality instruction • Manage attention • Teach and reward appropriate behaviors 	<ul style="list-style-type: none"> • What were you doing before the incident? • How were you feeling before the incident?
2. Trigger	<ul style="list-style-type: none"> • Stopping work or on-task behavior • Looking around to see who else heard or saw the “trigger” 	<ul style="list-style-type: none"> • Anxious or worried • Scared • Embarrassed • Annoyed or irritated • Sad • Disappointed • Doubtful 	<ul style="list-style-type: none"> • Notice what precipitates the problem • Use precorrection • Provide access to formal programs or services (e.g., ensuring access to free school meals or counseling services) • Address nonschool-based triggers (e.g., bullied on way to school) 	<ul style="list-style-type: none"> • What do you think caused you to stop doing _____ (per “Calm” answer)? • What caused you to stop feeling _____ (per “Calm” answer)?
3. Agitation	<ul style="list-style-type: none"> • Eye darting • Hand wringing or movement (e.g., tapping a pencil) • Displaying off-task behavior • Staring into space • Withdrawing from the group 	<ul style="list-style-type: none"> • Angry • Frustrated • Overwhelmed • Disgusted • Helpless • Powerless 	<ul style="list-style-type: none"> • Use proximity control • Provide empathy • Provide space between the student and the situation • Provide options • Offer preferred or independent activities • Suggest relaxation techniques • Use a prearranged signal 	<ul style="list-style-type: none"> • What could you have done to return to what you were doing? • What could you have done to return to what you were feeling?
4. Acceleration	<ul style="list-style-type: none"> • Questioning and arguing • Being defiant or noncompliant • Continues displaying off-task behavior • Provoking other students /staff • Whining and crying • Avoiding • Threatening, intimidating, or verbally abusing those involved 	<ul style="list-style-type: none"> • Angry • Abusive • Irritated • Disgusted • Contemptuous • Intolerant • Rebellious 	<ul style="list-style-type: none"> • Avoid escalation responses • Redirect and maintain on-task behavior • Emphasize student choices and responsibilities • Utilize non-confrontational limit-setting procedures • Administer consequences • Debrief and problem solve • Track results 	<ul style="list-style-type: none"> • What behaviors did you display? • How do you think these affected the students around you?

Table 4 (cont'd)
Possible Student Behaviors and Emotions and Teacher's Responses
During and After the Crisis Episode

Phase	Student's Possible Behaviors	Student's Possible Emotions	Teacher's Immediate Response During the Phase	Questions a Teacher Must Ask After the Crisis Episode
5. Peak	<ul style="list-style-type: none"> • Destroying property • Assaulting • Self-abusing • Tantrumming • Hyperventilating • Screaming • Running 	<ul style="list-style-type: none"> • Rage • Spiteful • Explosive • Hateful or vengeful 	<ul style="list-style-type: none"> • Move slowly and deliberately • Keep reasonable distance • Minimize threatening body language • Speak as little as possible but use, calm, simple and respectful language • Acknowledge cooperation • Withdraw if problems escalate • Do not communicate urgency to gain control 	<ul style="list-style-type: none"> • What behaviors did you display? • How do you think these impacted the students around you?
6. De-escalation	<ul style="list-style-type: none"> • Withdrawing • Denying • Blaming others • Sleeping • Responding to simple, nonthreatening directions • Responding to manipulative or mechanical tasks • Avoiding discussion (unless there is an opportunity to blame others) 	<ul style="list-style-type: none"> • Defensive • Confused • Indifferent • Angry • Remorseful • "Empty" 	<ul style="list-style-type: none"> • Monitor for health and safety of all involved • Monitor student for re-escalation of behavior • Allow time and space • Provide opportunity for nonjudgmental discussion • Provide easy/concrete tasks • Determine appropriate time to debrief with student and staff 	<ul style="list-style-type: none"> • What did you notice when you started to calm down? • How were you feeling?
7. Recovery	<ul style="list-style-type: none"> • Quietly completing tasks • Displaying eagerness for independent work or study • Avoiding debriefing 	<ul style="list-style-type: none"> • Submissive or "empty" • Defensive • Confused or indifferent • Remorseful 	<ul style="list-style-type: none"> • Assist student's return to normal activities and Phase 1—Calm • Return self to a calm emotional state 	<ul style="list-style-type: none"> • What can you do differently in that situation again? • If anything is "broken," how can you fix it?