

ECHO IDAHO

**K12 Supporting Students
with Autism**

Developing Crisis Plans

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None of the planners or presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.



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Learning Objectives

- Participants will describe the purpose of a crisis plan.
- Participants will describe the differences in Behavior Intervention Plans (BIPs) and crisis plans.
- Participants will describe important components of a crisis plan.

Purpose of Crisis Plans



Why do we need a crisis plan?

- fight-flight mode activated during a stressful situation
- clear guidelines and steps (i.e., a written plan) increase fidelity
- reduce restraint/time-out/seclusion

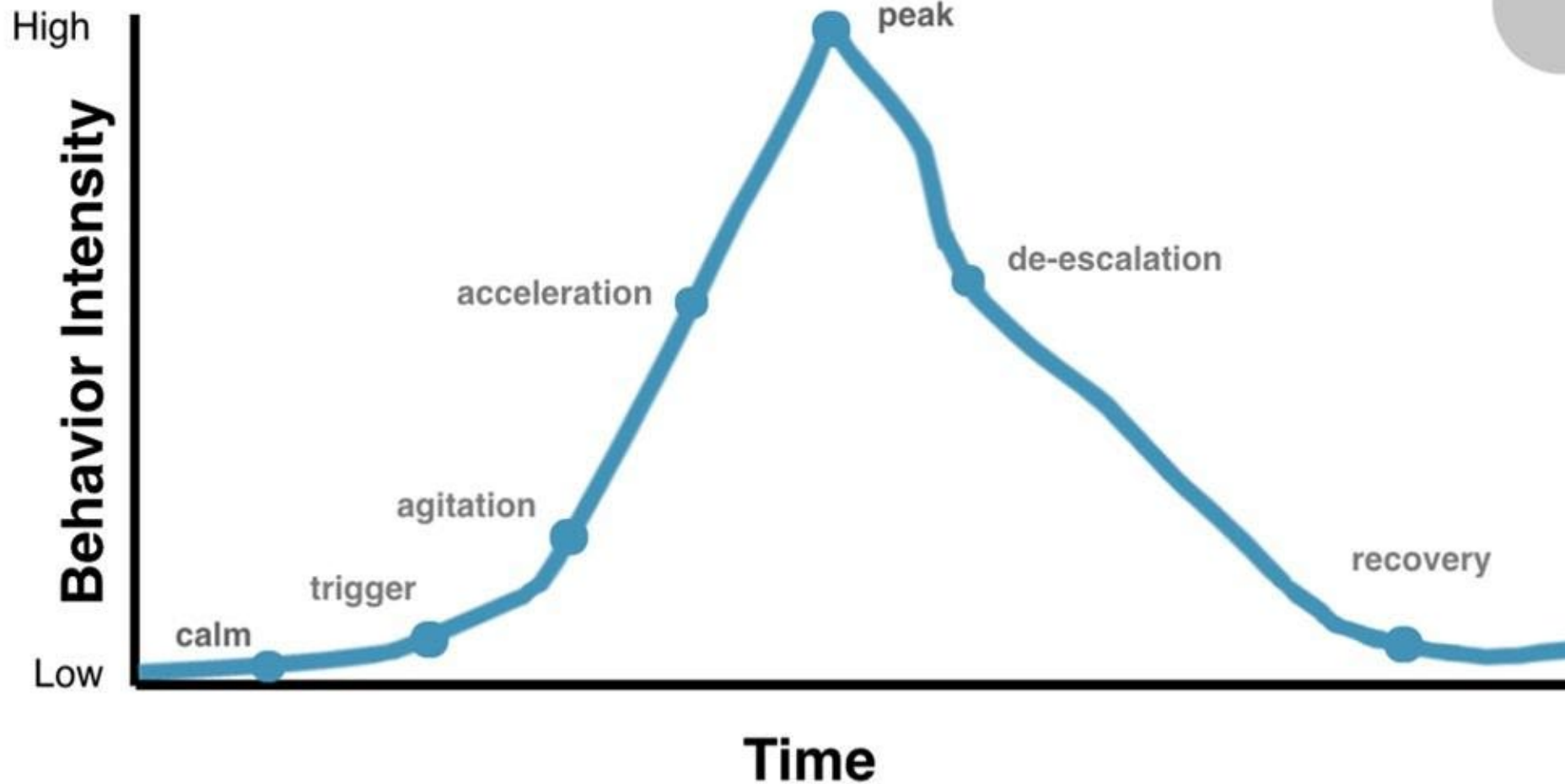
• [Federal guidelines](#) on restraint/time-out/seclusion

• [Idaho House Bill 281 - Restraint and Seclusion](#)

When might a student need a crisis plan?

- Students who engage or have engaged in behavior that is harmful to themselves or others
- Students who have demonstrated a potential to engage in harmful behavior

The Escalation Cycle



Importance of Identifying and Responding to Precursors/Signs of Agitation

What is Precursor Behavior?

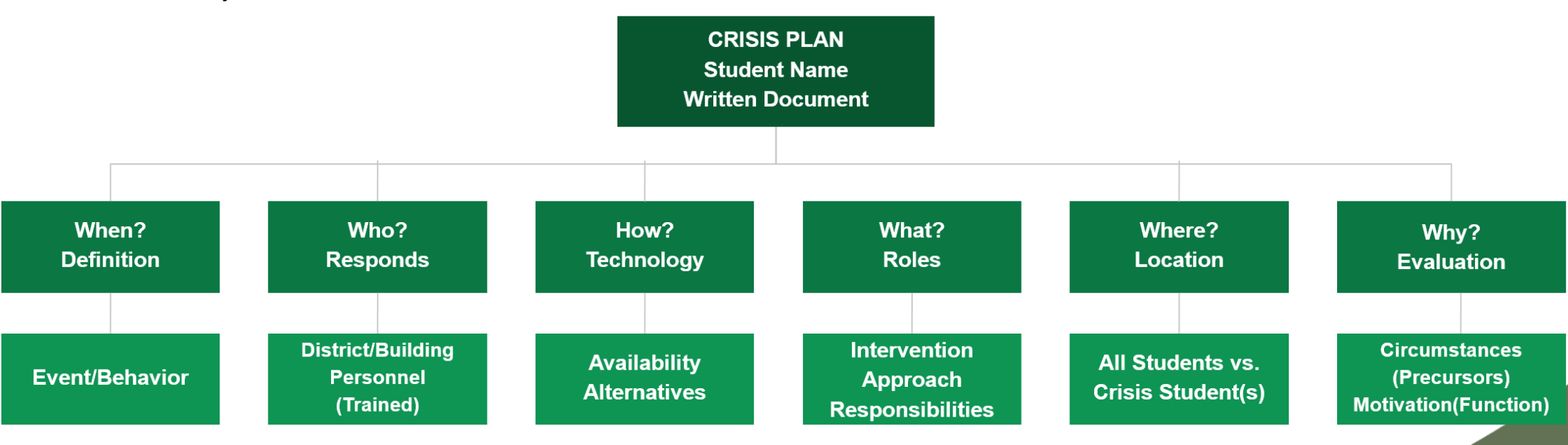
“Precursor behavior is any response that tends to occur immediately prior to severe problem behavior” (Najdowski et al., 2008, p. 97).

- Starts with some form of protest (e.g., growling, hitting desk)
- Physical Communication (e.g., throwing things, yelling)

Reinforcement during protest stage can help to decrease likelihood of escalation of problem behaviors.

PEAK is our Crisis

What tells you the student is in “Peak”?



(Rock, 2000)

Evidence-Based Crisis Plan Components

- Preventative measures
- Student centered team
- Rationale for crisis plan - imminent threat
- Individualized crisis procedures
- Specific examples of behavior at each phase
- Specific examples of responses at each phase

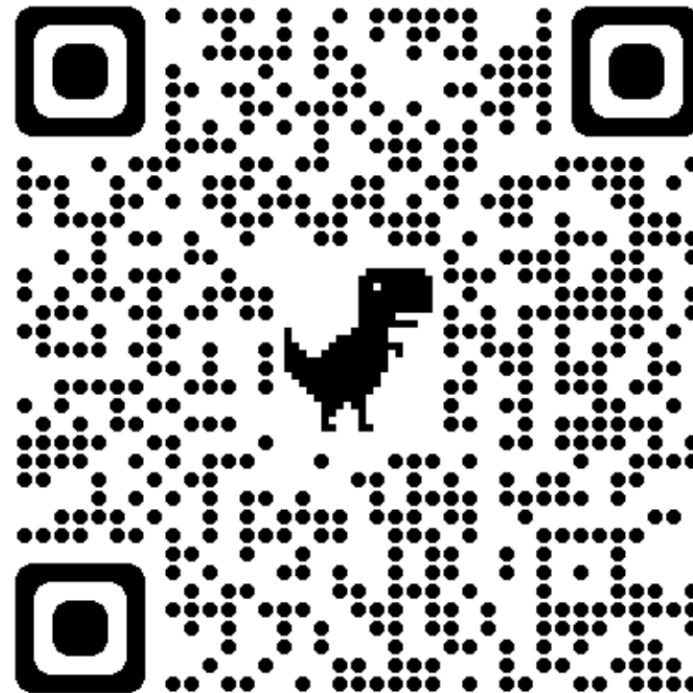
Simonsen et al., 2014

Post-Crisis

For the Student:	For the staff, school, and parents:
<ul style="list-style-type: none">- Continue supervision- Provide low stress or preferred activities- Positively reinforce appropriate behavior- Agree upon a time to debrief- Re-establish positive relationship with surrounding adults- Do not negotiate with consequences- Teach appropriate replacement behaviors	<ul style="list-style-type: none">- Continue monitoring student's behavior for safety of others- Fill out necessary district/school documentation- Report to parents as soon as possible all events of the crisis- Determine if other support is needed- Discuss modifications to current plans if necessary

Resources

Scan for access to Google Folder with research and Crisis Plan Templates.



References

- Nadjowski, A.D., Wallace, M.D., Ellsworth, C.L., MacAleese, A.N., & Cleveland, J.M. (2008). Functional analysis and treatment of precursor behavior. *Journal of Applied Behavior Analysis, 41*(1), 97-105.
- Rock, M.L. (2000). Effective crisis management planning: Creating a collaborative framework. *Education and Treatment of Children, 23*(3), 248-264.
- Simonsen, B., Sugai, G., Freeman, J., Kern, L., & Hampton, J. (2014). Ethical and professional guidelines for use of crisis procedures. *Education and Treatment of Children, 37*(2), 307-322.
- Stevenson, B.S., Wood, C.L., & Iannello, A.C. (2019). Effects of function-based crisis intervention on the severe challenging behavior of students with autism. *Education and Treatment of Children, 42*(3), 321-344.