

	Prevention	Escalation	Crisis	Recovery & Restoration
Youth Behavior/ Acting-Out Cycle Phase	Calm	Tigger(ed) Agitation Acceleration	Peak	De-escalation Recovery
The Brain	Regulated	Regulated to Dysregulated	Dysregulated	Dysregulated to Regulated
Teacher Practices	<ul style="list-style-type: none"> <li>- Communicate Positive Expectations</li> <li>- Teach skills/routines</li> <li>- Encouragement</li> <li>- Engagement</li> <li>- Active Supervision</li> </ul>	Continuum of Strategies to respond to Unexpected Behavior. Think of function.	Safety Routine Crisis Support Routine	<ul style="list-style-type: none"> <li>- Recovery practices</li> <li>- Regulate/Relate/Reason (use regulation routines; connect; specific praise)</li> <li>- Document; debrief with team</li> </ul>
Routines (that can be utilized) <i>Adult/ Youth</i>	<ul style="list-style-type: none"> <li>- Regulation Routines</li> <li>- Relationship Routines</li> <li>- Self-Awareness Routines</li> </ul>	<ul style="list-style-type: none"> <li>- Accept Feedback Routine</li> <li>- Regulation Routines (student)</li> <li>- Self-Regulation Routines (adult)</li> </ul>	<ul style="list-style-type: none"> <li>- Safety Routine</li> <li>- Crisis Support Routine</li> <li>- Regulation Routine</li> <li>- Self-Regulation Routine (adult)</li> </ul>	<ul style="list-style-type: none"> <li>- Re-integration routines</li> </ul>
Systems of Support	Implementation of ETLPs	Implementation of ETLPs; Staff Self-Care	Safety Procedures	Data collection/ documentation; post-event analysis; FBA