



Student Initials:

Student Number:

### Crisis Intervention Plan

St. Lucie County Public Schools  
School Name:  
4204 Okeechobee Rd.  
Ft. Pierce, FL, 34947

Implementation Date:

Student Number:

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### Student Information

Name:  
School:

Birth date:  
Grade:

### Team Members Who Developed Plan:

Name:	Title:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Team members to include:** *ESE Specialist/School Counselor, Parent, Administrator, School Psychologist, Teacher, Health Care Personnel, Dean.*

*A **Crisis Intervention Plan** is an individualized action plan for school personnel to implement when a student exhibits dangerous behavior that may lead to imminent risk of serious injury. Imminent risk of serious injury means the threat posed by dangerous behavior that may lead to imminent risk of serious injury.*

Does the student have an IEP? **Yes**  **No**  If yes, include Date \_\_\_\_\_.

Does the student have an FBA/BIP/PTR? **Yes**  **No**  If yes, list date of most current plan and target behavior(s):

**Date:** \_\_\_\_\_

**Target Behavior:** \_\_\_\_\_

Does the student have any known physical health concerns that will limit the use of restraint (if necessary) for this student **Yes**  **No**

**If you check yes, please describe the health concerns:** \_\_\_\_\_

### Parent Notification

Time:

Date:

Who Was Contacted:

Parent Response/Comments:

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**Reason for Crisis Plan**

**Describe Behavior of Concern in specific, observable, and measurable terms:**

**History of Behavior:** *[Include Frequency, Duration (if applicable), Level of Intensity (include examples of permanent products)]*

**Known Triggers/Antecedents of Behavior:** *List environments; interactions; trigger words etc. and any other known antecedents that may trigger the behavior of concern to occur.*

**Previously Tried Interventions/Consequences:**

Keep the hypothesized function of the behavior in mind when developing interventions.

Attention  Escape  Sensory  Tangible

**For example,** the team may feel that the hypothesized function of the behavior is to gain attention, because when the student exhibits the problem behavior several adults descend upon the classroom with walkie-talkies and talk to and/or restrain the student, and the student is obtaining a high amount of intensive attention.



**Crisis Plan: Positive Behavior Interventions to Prevent**

What staff should do to PREVENT the behavior from occurring: *(List skills to be taught and environmental changes that will be put into place to prevent the student from displaying the crisis behavior)*

- **Preventative Strategy 1:**
- **Preventative Strategy 2:**
- **Preventative Strategy 3:**

**Crisis Plan: Response to Behavior Once Occurring**

What staff should do in RESPONSE to the behavior occurring:

When the \_\_\_\_\_ *(student name)* displays \_\_\_\_\_ *(crisis behavior)* staff will respond by following the listed steps. *Steps should be written in behavioral terms and simple enough for all staff to understand without further explanation.*

- **Step 1:**
- **Step 2:**
- **Step 3:**

**Crisis Plan: Basic Crisis Intervention Strategies**

**Things to Do:**

- Use the name of the student who is exhibiting the 'crisis' behavior
- Remove any 'audience' from the area
- Remain Calm
- Speak in a slow, steady voice
- Listen
- Double your distance, as long as everyone's safety is ensured
- Minimize discussion

**Things Not to Do:**

- Don't touch the student, unless absolutely necessary
- Don't raise your voice
- Do not threaten the student with consequences
- Don't point at or crowd the student
- Don't overact





**Crisis Plan: Emergency Procedures/Policies**

- Authorized school personnel may use restraint only when all positive behavior interventions and supports have been exhausted. Restraint may be used only when there is an imminent risk of serious injury and shall be discontinued as soon as the threat posed by the dangerous behavior has dissipated. Restraint should only be used to protect the safety of students, school personnel, or others and may not be used for student discipline or to correct student noncompliance.
- As a last resort, should the plan not work and the student places self or others in immediate danger a Crisis Prevention Intervention restraint should be used to ensure the student and staff remain safe.
- CPI should be used as a last resort and only by staff that are currently certified.
- Procedures should be in place to identify and deal with possible medical emergencies arising during the use of restraint.
- If CPI is used on the student, the following must occur within 24 hours of the incident:
  - Document the restraint using the school district approved reporting system
  - If student is ESE, report the restraint to DOE and inform parent
  - Complete the Post Restraint Report