

DEFINITIONS

Functional Behavioral Assessment | Positive Behavioral Support Plan

Cycle of Escalation: The cycle one goes through as behaviors intensify and calm

Calm: Not showing or feeling nervousness, anger, or other strong emotions

Agitation: Low-level signals that behaviors may escalate; physical restlessness

Acceleration: Behaviors intensify; non-compliance and refusal are common

Peak: The student is reacting from the feelings portion of the brain; loss of rationale thinking occurs; survival is the main focus; student may be a danger to themselves or others

De-escalation: Behaviors begin to decrease in intensity

Recovery: Behaviors are no longer present; student is recovering from the experience

Upstairs Brain: Upper regions of the brain responsible for more complex mental processes such as planning, problem-solving, decision-making, self-awareness, and empathy

Downstairs Brain: Lower regions of the brain responsible for basic bodily functions, impulses, and feelings

Setting Events: Global types of events (e.g., lack of sleep, illness) that make it more likely that behavior will occur.

Behavior: The way a student acts or conducts themselves, especially toward others

Trigger: An event or situation that cause behaviors to occur

Consequence: Something that happens as a result of a behavioral incident

Function: The reason behavior occurs

Lagging Skills: Underlying skills that are delayed and contributing to why the student is having behaviors

Neurodiversity: Authentic human diversity that may contribute to behaviors depending on how adaptable the environment is to individual differences

Shades of Knowing: A continuum of learning from unknown to deep understanding



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