

Emotional and Behavior Crisis Profile

Student:

Teacher and classroom:

Behavior Specialist:

Counselor:

Residential Coordinator and Residence:

Service Coordinator:

Purpose: To develop a thumb-nail sketch of the emotional , behavioral characteristics of students who have a high probability of requiring crisis services.

(1) Speed of on-set (reaction to stressful events):

Over reacts slowly after a delay

Over reacts quickly, immediately

Comments:

(2) Strength/Intensity (reaction to stressful events)

Mild Intensity

Moderate Intensity

Severe Intensity

Comments:

(3) Duration (reaction to stressful events)

Incidents are usually over in less than ten minutes

Incidents usually last between 10 and twenty minutes

Incidents usually last between 20 and 30 minutes.

Incidents usually last between 30 and 60 minutes

Incidents usually last between 1 hour and 1 and ½ hours.

Incidents usually last more than 1 hour and 1 and ½ hours.

Comments:

(4) Speed of recovery, and how quickly s/he accepts his/her consequences and returns to his/her emotional baseline.

Never has a repeat incident after accepting his/her consequences.

Sometimes has a repeat incident after accepting his/her consequences.

Usually has a repeat incident after accepting his/her consequences.

Usually has more than one repeat incident after accepting his/her consequences.

Comments:

(5) Frequency of emotional, behavioral incidents.

Daily

A few times per week

Once per week

A few times per week

Every two weeks

Every three weeks

Once per month

Once every 2 months

Once per quarter

Once every 6 months

Once per year.

(6) Student has a means of developing insight into problem? For example, goes to counseling? reviews ABC Sheets and understands antecedents, deficit skills, consequences which support and maintain emotional-behavior problem? (List student's counselor, behavior specialist, residential coordinator, primary staff, and the antecedents and consequences and replacement coping skills being worked on.)

(7) What are typical triggers for a behavioral episode?

(8) How clear and what are the signals which let the student/others know that the individual is likely to exhibit an emotional-behavioral episode?

(9) List the student's problem solving/ coping replacement skills which helps them manage his/her emotional problem. For example, music, art, talking, humor, distraction, redirection.

(10) Emergency procedure or safety plan (PRN medications, call crisis, call 911, etc.)