



MODULE 5

CRISIS INTERVENTION AND RESPONSE

How to respond to a student with dual diagnosis in crisis

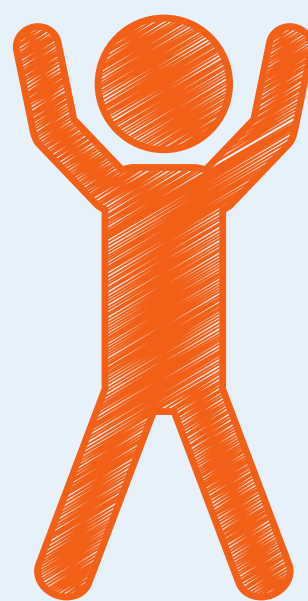


Verbal De-escalation

Use short directives and simple language to offer appropriate choices. Voice and body language should be non-threatening, and caregivers should listen empathically rather than lecture.

Calming Strategies

Offer and reinforce self-regulation skills and strategies to manage emotional and behavioral responses to crisis. These strategies may include deep breathing, problem-solving, visualization, or using a preferred item to stabilize the individual.



Allow Time to Process

Give the student time to process the crisis and their emotions independently. Limit interaction, verbal demands, and requests to reintegrate.

Create an individual crisis intervention plan

Consult with your school psychologist or school counselor
Collaborate with the family
Include the student in plan development

References

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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), 321-343.



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