

DRAFT ONLY

SAFETY PLAN

Developed by: Parent, Student, Agency

Attachment to IEP for: W.

(Student Name)

Shared with: _____

Date: _____

| Behaviour | Trigger(s) | Prevention Strategies | Intervention(s) |
|--|---|--|--|
| <p>General</p> <p>Phase 1: Anxiety (Rumbling Stage)</p> <p>Specific</p> <ul style="list-style-type: none">Body tenses, heavy breathing, grumbling under breath, fidgeting, hand flapping, jerking head, increased volume of voice. | <ul style="list-style-type: none">Change of schedule or routine, i.e., substitute teachers, assembliesConfusion about what is expected of him, i.e., unclear instructionsUnpreparedness, i.e., Homework assignments incompleteSensory overload, i.e., excessive talking by classmate, background noisesNegative misinterpretation of other students actions or comments.Negative feedback i.e., poor test results <p>MORE INTENSE OBSERVATION IN CLASSROOM IS REQUIRED TO FURTHER IDENTIFY AND DOCUMENT ANTECEDENTS TO ANXIETY.</p> | <p>Essential to W.'s success at this stage is staff's keen observation skills and recognition that he is anxious or becoming anxious.</p> <ul style="list-style-type: none">Advance notice of change in routine with frequent remindersSeating which allows for easy monitoringClear visual and verbal instructions with advance notice of deadlines.Breakdown instructions into smaller stepsAssistance in organizing tasks, i.e., making sure he notes all assignments in agenda, repeated review of expectations throughout day.Parents should follow-up at home to ensure assignments completed, i.e., review agenda with W. and communicate with teachers when necessary. (Note to Dad – do not insist on reviewing all assignment, | <p>When W. shows signs of anxiety, be supportive by:</p> <ul style="list-style-type: none">Acknowledging that W. is having difficulty by making simple statement such as “this can be a difficult situation.” Ask W. if he requires help and if unable to do so immediately give time frame for when he can get individual help with suggestion of activity he can do in interim, i.e., move onto next question.Be reflective with his feelings.Ask W. if he needs instructions repeated or clarified as anxiety is often due to confusion as to steps he is to take.Suggest W. take a “time-out” break in hallway by himself or allow W. to give signal that he needs to leave room, i.e., leaving agenda on desk. Allow W. to re-enter class once he is able to regain control. (It must be stressed to W. that he must only re-enter the room if he is able to do so calmly.)Have safe space or “home room” available for W. to go to regain control. (Room must be available at <i>all</i> times.)If W. indicates he wants to be left alone, do so until he is ready to talk. (W'S SUGGESTION).Allow W. to complete assignments in homeroom. IF W. IS UNABLE TO RETURN TO CLASSROOM HE OFTEN |

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| | EXPERIENCE LAST YEAR WAS THAT 'GRUMBLING STAGE' WAS SELDOM IDENTIFIED IN TIME TO IMPLEMENT PREVENTION STRATEGIES BEFORE 'Loss of control.' | <i>just ask if they are done).</i> <ul style="list-style-type: none">• Outline clear expectations of what behaviors are acceptable and not acceptable in a given classroom• Communicate to classmates the fact that W. does have PDD and provide summary of condition??• Where possible select classes with smaller number of students and highly structured environment.• Positive feedback about achievements and ongoing progress. Negative test results should be provided in individual setting. | MISSES IMPORTANT END-OF-CLASS HOMEWORK ASSIGNMENTS AND INSTRUCTIONS LEADING TO FURTHER STRESS – NEED MECHANISM TO ADDRESS THIS. <ul style="list-style-type: none">• It is important to note that at this stage, further escalation of behaviour can be avoided. |

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| Phase 2: Defensive <ul style="list-style-type: none">• Demanding questions, trying to get the teachers attention• Challenging/intimidating comments: telling other students to be quiet.• Beginning to lose rationality• Refusal, non compliance | <ul style="list-style-type: none">• When unable to resolve anxiety from triggers outlined above. | <ul style="list-style-type: none">• Steps outlined above in intervention strategies. | Set clear, simple limits. Restate expectations that are concrete, reasonable and attainable. Be consistent. Tell W. exactly what he needs to do. Offer choices, ie. leaving the room to regain composure (if noise level is too loud). Restate expectations when outside of room. |
| Phase 3: Acting Out | | | |

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| <p>(Loss of Control)</p> <p>Raising voice, yelling, hitting others, hitting self, shoving desk, throwing objects.</p> <p>Loss of rationale.</p> | <ul style="list-style-type: none">Trying to discuss what is causing this behaviourLecturing him | <ul style="list-style-type: none">Minimize language | <p>Once W. is in full “rage stage” loss of control main concern is safety of himself and other students. W. is often unable to reason or disengage from emotions at this point. It is important to remember that rage is not always about specific events in classroom, but W.’s anger at himself for losing control.</p> <ul style="list-style-type: none">W. should be allowed space and not be crowded (CPI stance)Allow W. to vent. (if he does)Remain calm, using a neutral, firm voice tell W. to go to “homeroom” and walk with him.The person accompanying him to homeroom should walk with him (a step or two behind) but not attempt to talk until he has had a chance to regain controlAvoid confrontation – this is not the time to discuss what lead to outburst.Once he begins to regain control remind W. to do calming breathing exercises <p>Staff need to block him from hitting, remove potential objects to throw etc. Redirect him verbally to leave the room and follow him to make sure he arrives there safely.</p> |

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| <p>Phase 4:</p> <p>Tension Reduction (Recovery Stage)</p> <ul style="list-style-type: none">Expressions of remorse and frustration at inability to self-control. Can express desire to hurt self in order to prevent future outbursts.<i>Can become extremely sad and tearful. W. is very aware that others are afraid of him when he has rages and is very distressed by this. (W.'S COMMENTS)</i>Slowed breathing, body tension subsides.Starts to regain control. | <ul style="list-style-type: none">Blaming himMaking him feel embarrassed or ashamed | <ul style="list-style-type: none"> | <p>This is the stage where Therapeutic Rapport needs to occur. Staff need to create a learning experience for all involved.</p> <p>Communicate with W..</p> <p>It is important that once W. regains some self control that he is allowed time to talk about his feelings. Once W. is allowed to express feelings, this can be a good opportunity for instruction and discussion how to better handle specific situations in future.</p> <ul style="list-style-type: none">Allow W. to maintain dignityAllow W. to express feelings and discuss alternative strategies that can be used if similar situation arises in futureDiscuss and plan for appropriate consequences for behavior, i.e., written or verbal apology to teacher or other students.Once W. has regained control and is able to return to classroom he may require help with re-integration and getting missed instructionReturn to original expectations/task/request.Restore the environment if necessary.Do not engage in argument concerning events that lead to outburst, this will only cause further rage. |

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| Staff Available for Support | Resources |
|---|---|
| <ul style="list-style-type: none">• EA• CYW• Principal• Vice-Principal – on call | <ul style="list-style-type: none">• ABC Chart Log• Kerry's Place• Blue Hills• Kinark• Board Behaviour Management Services and Autism Team |