

The Safety Planning Guide

Phase	Student Behavior Examples	Appropriate Staff Response Examples
<p>Calm – Student seems content and shows no signs of tension, stress, anger, or sadness. Student may be working or socializing</p>	<ul style="list-style-type: none"> • Sitting or standing calmly • Working on assignment, drawing, writing, chatting with peers • Smiling, relaxed posture 	<ul style="list-style-type: none"> • Provide positive contact – positive specific feedback, compliment, engage in conversation • Provide a reinforce – a token, or a desired responsibility like delivering a note
<p>Trigger – Student exhibits heightened awareness/sensitivity, may appear distracted.</p>	<ul style="list-style-type: none"> • Student stops engaging with work or peers • May sigh or slump shoulders • May say, “Hey!” or “Quit!” 	<ul style="list-style-type: none"> • Provide positive contact – ask if the student needs help • Ask if student would like to talk
<p>Stimulation/Agitation – Teachers and students can see behaviors that indicate anger, sadness, anxiety or frustration.</p>	<ul style="list-style-type: none"> • Darting eyes/busy hands • Withdrawal from groups • Changes focus quickly and often • Uses one word terse responses • Excessive movement or activity 	<ul style="list-style-type: none"> • Show empathy • Provide space in quiet area • Provide encouragement • Provide opportunities for movement
<p>Escalation/Acceleration – Behavior becomes focused and directed toward engaging others in negative interaction.</p>	<ul style="list-style-type: none"> • Questioning and arguing • Refusal to cooperate • Use inappropriate voice level 	<ul style="list-style-type: none"> • Use a calm but serious voice, move slowly and give space to student • Pause instead of responding immediately
<p>Crisis/Peak – This phase includes serious behaviors that may pose a safety threat to the student or others.</p>	<ul style="list-style-type: none"> • Destruction of property • Tantrums • Pushing others 	<ul style="list-style-type: none"> • Focus on student and staff safety • Notify necessary staff of the situation • If needed, use evacuation or lock down procedures
<p>De-escalation – The student begins to calm down and the behavior decreases in intensity.</p>	<ul style="list-style-type: none"> • Withdrawal/head down • Denial/blaming others • Avoidance of discussion or debriefing • Lack of responsiveness to activities or direction 	<ul style="list-style-type: none"> • Separate student from classmates • Provide independent work that will be easy to complete • Allow student to return to regular activities • Document the incident to provide for future safety
<p>Recovery – This phase marks the student’s return to the calm phase.</p>	<ul style="list-style-type: none"> • Eagerness for independent work or activity • Subdued behavior in class discussion or group work • Cautious; quiet 	<ul style="list-style-type: none"> • Help student return to normal activities • Continue with planned consequence and do not discuss or negotiate • Acknowledge cooperative and appropriate behaviors • Encourage and support the student in changing problem behaviors

