The Safety Planning Guide

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| Phase  | Student Behavior Examples | Appropriate Staff Response Examples |
| Calm – Student seems content and shows no signs of tension, stress, anger, or sadness. Student may be working or socializing | * Sitting or standing calmly
* Working on assignment, drawing, writing, chatting with peers
* Smiling, relaxed posture
 | * Provide positive contact – positive specific feedback, compliment, engage in conversation
* Provide a reinforce – a token, or a desired responsibility like delivering a note
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| Trigger – Student exhibits heightened awareness/sensitivity, may appear distracted. | * Student stops engaging with work or peers
* May sigh or slump shoulders
* May say, “Hey!” or “Quit!”
 | * Provide positive contact – ask if the student needs help
* Ask if student would like to talk
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| Stimulation/Agitation – Teachers and students can see behaviors that indicate anger, sadness, anxiety or frustration. | * Darting eyes/busy hands
* Withdrawal from groups
* Changes focus quickly and often
* Uses one word terse responses
* Excessive movement or activity
 | * Show empathy
* Provide space in quiet area
* Provide encouragement
* Provide opportunities for movement
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| Escalation/Acceleration – Behavior becomes focused and directed toward engaging others in negative interaction.  | * Questioning and arguing
* Refusal to cooperate
* Use inappropriate voice level
 | * Use a calm but serious voice, move slowly and give space to student
* Pause instead of responding immediately
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| Crisis/Peak – This phase includes serious behaviors that may pose a safety threat to the student or others. | * Destruction of property
* Tantrums
* Pushing others
 | * Focus on student and staff safety
* Notify necessary staff of the situation
* If needed, use evacuation or lock down procedures
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| De-escalation – The student begins to calm down and the behavior decreases in intensity. | * Withdrawal/head down
* Denial/blaming others
* Avoidance of discussion or debriefing
* Lack of responsiveness to activities or direction
 | * 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
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| **Recovery –** This phase marks the student’s return to the calm phase. | * Eagerness for independent work or activity
* Subdued behavior in class discussion or group work
* Cautious; quiet
 | * 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
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