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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| **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 |