Staff Response Plan - Template

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| Tension Reduction - Level 1 (what you see) | Staff Responses (what you do) |
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| Anxiety - Level 2 (what you see) | Staff Responses (what you do) |
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| Defensive - Level 3 (what you see) | Staff Responses (what you do) |
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| Out of Control (what you see) | Staff Responses (what you do) |
|  | * Main goal: DE-ESCALATION |

Staff Response Plan Template with Examples

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| Tension Reduction - Level 1 (what you see) | Staff Responses (what YOU do) |
| * Smiling * Playful * Curious * Joking * Excited * Seeking connecting * Laughing | * Give choices * Give praise * Give choice for 1:1 support * Talking about likes, strengths * Relational activities: playing cards, doing art, going on swings * Do something physical with student (i.e. kick a soccer ball back and forth) * Incorporate ways to calm the student’s nervous system – sensory diet every 20 minutes? * 1:1 non-contingent relationship building time with student * Regular school counselling support |
| Anxiety - Level 2 (what you see) | Staff Responses (what YOU do) |
| * Fidgeting * Head on desk * Rolling eyes * Refusing to participate * Body looks tense | * Pass a ball back and forth (large ball due to gross motor difficulties) * Name It to Tame It Strategy * I Wonder statements * Validation of feelings and ask if she needs a break * Use first, then language. (i.e., “first we will finish math, then we can go on the swings”.) * Give space for a couple minutes, do not talk * Give choices * Try to distract/re-direct   + Ask student about things they love, i.e. new pet? Favourite game? |
| Defensive - Level 3 (what you see) | Staff Responses (what YOU do) |
| * Slamming things * Stomping feet * Negative self-talk (I want to kill myself) * Tearing paper * Breaking pencil | * Staff acknowledge (to self) that student is in their “downstairs brain” * Name It to Tame It and Acknowledge from a place of curiosity (i.e., I wonder if you’re feeling frustrated because…, ah that must be so hard when…”) * Find ways to calm the nervous system   + Playing pass   + Go for a walk together   + Connection with safe person   + Offer choices: swing or walk * Meet student at their physical level (kneel down, do not stand above) * Talk softly with a non-reactive tone * Offer a snack or water * Time with safe staff person |
| Out of Control (what you see) | Staff Responses (what you do) |
| * Flipping desks * Backing into a corner * Yelling * Loud crying * A terrified look on her face   How long does this level last approximately? | * Main goal: de-escalation * Recognize student is in the downstairs brain (survival mode) * Do not try to reason * Use a non-reactive tone * Be aware of your own non-verbal cues (i.e. do not cross arms, do not stand above) * Give space but be close (unless she sees you as part of the trigger to the escalation, i.e. you asked her to do something) * Only safe staff with a relationship are to approach student * Distraction * Model calm down strategies within safe proximity * Offer a snack * Take class out of room * Call support: |