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

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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
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| 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?
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| 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
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| 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:

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