

PLANNING WITH THE EXPLOSIVE and CHALLENGING STUDENT IN MIND

Name of student:

Age:

Grade:

Teacher:

Date:

ANALYSIS

1. **WHEN**

2. **WHERE**

3. **WITH WHOM**

4. **PRECURSORS
(WHAT HAPPENED
BEFORE)**

5. **WARNING SIGNS**

6. **TRIGGERS (WHAT
SETS THE CHILD
OFF)**

7. **THE MANY
SOURCES OF
FRUSTRATION**
a. Attachment frustration
at home
b. Things that 'don't work

c. **POTENTIAL
SOURCES OF
FRUSTRATION**
a. Substitute staff
b. Major changes in
schedule such as
"Fun Days"

INTERVENTION

1. **IDENTIFY SAFE
ATTACHMENT
FIGURE(S) FOR
INTERVENTION**

2. **PLAN "B" FOR A
DIFFICULT DAY**

<p>3. PLAN “B” FOR A DIFFICULT TIME OR ACTIVITY</p> <p>a. ALTERNATE LOCATION (Send using an ‘errand’)</p> <p>b. ALTERNATE ACTIVITY (With another person or group)</p>	
<p>4. PLACE FOR EMOITONAL EXPRESSION</p> <p>a. FRUSTRATION</p> <p>i. Alternate, less violent expression</p> <p>ii. Playing out attack</p> <p>b. TEARS</p>	
<p>TO AVOID:</p> <ol style="list-style-type: none"> 1. IMPOSING STIFFER CONSEQUENCES (EXCEP FOR “SOCIAL JUSTICE”) 2. USING ISOLATION AND IGNORING 3. USING REINFORCEMENTS SYSTEMS 4. USING AGENDA TO REPORT ON THE STUDENT’S DAY 	
<p>TO DO:</p>	
<p>1. DURING AN EXPLOSION:</p> <p>a. Clear the area</p> <p>b. Move the child to a safe place</p> <p>c. Have one person “be there” for the child</p>	
<p>2. AFTER AN EXPLOSION:</p> <p>a. Go to a quiet place</p> <p>b. Reflect frustration and/or alarm</p> <p>c. And try to find sadness and tears</p> <p>d. Provide reassurance</p>	
<p>MODIFY PLAN “B” FOR FUTURE INTERVENTIONS --> PLAN “C”</p> <ol style="list-style-type: none"> 1. IDENTIFY CHANGES REQUIRED (WHAT DID NOT WORK) 2. DECIDE ON CHANGES TO BE IMPLEMENTED 3. ENSURE THAT ALL STAFF WORKING WITH THIS STUDENT ARE AWARE OF “PLAN C” 	