



STUDENT ACTIVE PREVENTION/SAFETY PLAN – in Elementary

Student name:

DOB:

School/Board:

Grade Level:

Homeroom Teacher:

Student stress level	Observable signs	Adult posture and practices suggested	Adult posture and practices to avoid
When the student is regulated, engaged, and receptive			
When the student appears to be tense, annoyed, or frustrated			
When the student's stress response or frustration level is activated and beginning to escalate			
When the student's stress response has fully escalated and is disorganized. No longer receptive towards the adult.			
Post-intervention – following an acting-out episode			



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Student stress level	Observable signs	Adult posture and practices suggested	Adult posture and practices to avoid
When the student is regulated, engaged, and receptive	Well-regulated emotionally, no signs of stress, follows adult directives, engaged with the task at hand, and ready to learn.	<ul style="list-style-type: none"> - Cultivating a context of connection with the student. - Inspiring trust and nurturing their need to depend on us. - Making sure their basic needs are satiated (safety, belonging, respite, movement, etc.) - Relying on the supportive measures suggested in the Pyramid of Interventions (universal, targeted, and individualized practices) to maintain the student at this level. - Consulting the prevention section of the student's Action Plan for more specific details adapted to his/her needs. 	<ul style="list-style-type: none"> - Not having a 'one size fits all' approach (universal practices can be inclusive and honour individual differences). - Not intervening only when problems arise, maximizing preventive/proactive approaches. - Moving away from separation-based discipline (consequences to control behaviour, time outs, etc.) - Understanding that adults cannot intervene well with students based on role (children follow those they are attached to)
When the student appears to be tense, annoyed, or frustrated	Signs of verbal and non-verbal tension (fidgety). Signs of hypervigilance (difficulty with concentration). Appears preoccupied. Is impatient, sighing, complaining, showing some degree of resistance. Availability to learn is somewhat impacted.	<ul style="list-style-type: none"> - Making sure the adult expectations are well adapted to the student's profile. - Where possible, limiting the exposure to the student's triggers. Helping the student experience some degree of success in their day. - 'Collecting' the student before intervening (not addressing them cold). - Being calm and grounded before responding. Using empathetic listening and reframing the problem as one of handling frustration. - Offering a break (going for walk, having a check-in with an assigned adult). - Providing an outlet to help the student regulate themselves (e.g. writing, mandala, sensory object). - Adjusting when things don't go as planned (making it look like as if it was the plan all along). - Encouraging the student to talk about his/her feelings. - Soliciting the student's good intentions involving frustration, such as seeking assistance when frustrated, talking about the frustration when aware, and trying to manage attack impulses in non-violent ways. 	<ul style="list-style-type: none"> - Making sure the targeted or individualized support measures are set up in complement to the universal practices (instead of in replacement of them). - Keeping in mind that the adult's rigidity and stress response can be triggering to the student. - Avoid giving too many choices or asking too many questions. - Avoid engaging into a power struggle with the student (offering counter arguments open the door to further debate). Not pushing to get the schoolwork completed. - Moving away from upping the ante (raising our voice, giving ultimatums, removing privileges, etc.) - Ignoring the warning signs, and only intervening when the symptoms are obvious and disrupting (at this point the support measures no longer have the same benefits).
When the student's stress response or frustration level is activated and beginning to escalate	Increase in overwhelm and agitation. Difficulty managing emotions. Raising one's voice, defensive. Refusal to follow directives, argumentative. May externalize behaviour (banging on things, disrupting others) or retreat. No longer available for learning. Tipping point.	<ul style="list-style-type: none"> - Keeping an eye on the other students present and managing the circumstances/environment that may trigger the student further. - Demonstrating lots of patience and understanding. Respecting personal space and making room for the student's resistance. - Taking charge and being in the lead by answering to the student's needs, rather than letting them orchestrate through their demands. - Relying on structures and routines to accompany the student, rather than counting on verbal directives, which may create more upset/resistance for the student. - If verbal directives are needed, minimize talking and repeat the same few key points in a loop with a soft/calm voice. - Accompanying the student to an alternate location, and providing outlets to release the frustration, such as throwing a ball against the wall (ideally, this support measure would have been previously organized and preventatively used by the student). 	<ul style="list-style-type: none"> - Limiting exposure to the following triggers: too much talking, firm or rigid tone of voice, addressing the student publicly, etc. - Ensuring to read the student's signs/needs and intervening appropriately according to the student's stress level at that particular time. - Being careful about revealing our own fears, frustrations, insecurities, and giving the impression that we can take care of the situation. - Not taking the behaviour personally. Focusing on identifying and understanding the unanswered needs beneath the behaviour. - Not insisting on having the student listen to the adult at all costs, and pressing him/her to follow through on the directives given. - Moving away from upping the ante (raising our voice, giving ultimatums, removing privileges, etc.)



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<p>When the student's stress response has fully escalated and is no longer receptive towards the adult.</p>	<p>Dysregulation, emotional outbursts, loss of control. Cannot listen or 'make good choices'. Menacing and destructive behaviours. Fight, Flight or Freeze response (runs away, shuts down or, acts out in aggression)</p>	<ul style="list-style-type: none"> - Ensuring security for everyone present. Making sure 2 adults are always present. Keeping an eye on the student in question at all times. - Keeping a safe distance that is adapted to the student's comfort zone. - Evaluating own ability to handle the situation. Asking for help if needed. - Having the back-up person step in, offer support and reassure the student (ideally, a person who is significant to the student). - Avoiding confrontation. Remaining calm (being mindful of have a neutral and non-threatening stance) and reducing the amount of talking – silence is golden (using a soft voice if needing to talk). - Giving priority to non-verbal prompts/cues. - Limiting exposure to additional triggers. Removing any audience (if necessary). - Allowing/providing an alternate space to let off steam (ideally, this support measure would have been previously organized and preventatively used by the student). - Being flexible by utilizing various and reasonable approaches, which are well adapted to the student's needs/challenges. 	<ul style="list-style-type: none"> - Not intervening alone. - Knowing the limits of the adult's natural power; avoiding to count on coercive strategies which may trigger the student further. - Not resorting to restraints and isolation measures (unless absolutely necessary, if there's eminent danger). Instead, relying on the de-escalation strategies and co-regulation practices. - Managing the circumstances and environment, rather than attempting to control the student's behaviour. - Being careful about revealing our own fears, frustrations, insecurities, and giving the impression that we can take care of the situation. - Not being alienated by the student's behaviour. - Not trying to make headway in the incident; aiming to do no harm (it is not about teaching the student a lesson, but rather about helping him through his challenges). - Exiting the situation sooner than later, rather than focusing on the need for immediacy (it is recommended to address the incident at a future time when emotions have subsided).
<p>Post-intervention – following an acting-out episode</p>	<p>Tension Reduction: calm body, sad, depressed state, or tired. More responsive and cooperative. May avoid or seek proximity to adult.</p>	<ul style="list-style-type: none"> - Providing a calm space to rest, recover and reconnect with the adult. - Respecting the student's rhythm and physical comfort. Lowering expectations if the student is fatigued and/or shut down. - Offering to bring the student some water. - Engaging the student in some form of simple low-key communication. - Using empathetic listening (focus on feelings, not just facts). Being open, curious, and understanding in the approach. - Depersonalizing the attack and treat the incident as an accident. E.g. <i>"I can see those hits got away on you"</i>. - Conveying an acceptance of frustration behind the behaviour. Normalizing and encouraging reflection and expression regarding frustration. - Reframing the incident as a problem of handling frustration. E.g. <i>"This isn't working for you"</i>. - Conveying that the relationship can take the weight. E.g. <i>"We are okay"</i>. - 'Bridging' the problem behaviour. E.g. <i>"It will be better tomorrow"</i>. - If needed, focusing on the repair from any fallouts. - Guiding towards feelings of sadness and disappointment (only if the student is soft enough to feel his/her vulnerability). - Exploring the potential triggers, as well as safer more appropriate alternatives to releasing the frustration. 	<ul style="list-style-type: none"> - Ensuring the student is well regulated before proceeding. Keeping in mind that some students need more time to detach themselves from an incident in order to revisit it. - Not focusing simply on the student's behaviour in attempt to teach a lesson or to apply a consequence. - Not pushing for an apology if the child is not ready (can focus on repair in the meantime).