

PART 5

Planning for Prevention & Safety

The plan is useful only when it can be understood and implemented across people, settings, and moments. Collaboration is key.

INDIVIDUAL EXERCISE: Student Preventive Action Plan (from understanding to lasting impact)



How to use this activity

Use a current or hypothetical student. Keep the focus proactive, realistic, and sustainable.

OBSERVE: What needs, strengths, triggers, successful moments, and patterns do we see across settings?	
UNDERSTAND: What underlying capacity, barrier, task demand, or environmental factor needs support?	
COLLABORATE: What do the student, family, classroom teacher, support staff, and specialists each know?	
PLAN: What objective and proactive practice would directly address the identified need?	
PLAN B: What will adults notice and do during a predictable difficult time/day?	
BUILD CAPACITY: How will the support travel so it does not depend on the Resource Teacher being present?	
MONITOR: What evidence will tell us to maintain, fade, intensify, or change the support?	

SMALL-GROUP DISCUSSION / ACTIVITY: Does the plan travel?



Discuss

Review a support plan you know (without identifying the student). Test it for implementation across environments.

1. Could a new staff member understand what to do from the plan?
2. Does it describe observable cues rather than labels?
3. Are the supports realistic in the classroom and other school environments?
4. Does the student have a voice in what helps?
5. What depends too heavily on one person? Redesign that part.

INDIVIDUAL EXERCISE: Student Safety Plan — Match the Response to the State



How to use this activity

Build a response continuum. The aim is consistency before, during, and after escalation.

REGULATED & RECEPTIVE: What does this student look like? What maintains safety, connection, and participation?	
TENSE / FRUSTRATED: What are the earliest observable signs? What should adults do now?	
ACTIVATING / ESCALATING: What language, proximity, demands, choices, and regulation supports help?	
FULLY ESCALATED: What is essential for safety? Who responds? What should adults avoid?	
RECOVERY / RE-ENTRY: What supports reconnection, repair, reflection when ready, and return to learning?	
TEAM COHERENCE: Who needs to know the plan? What roles must be clarified in advance?	

SELF-REFLECTION QUESTIONS: After an incident: review without blame

- Were there earlier signs we missed?
- What helped? What made things harder?
- Did adult responses match the student's state?
- Was the plan followed consistently?
- What should we change before the next difficult moment?