



STUDENT ACTIVE PREVENTION/SAFETY PLAN (overall information) – **in Elementary**

TEMPLATE DOCUMENT

Student name:

DOB:

School/Board:

Grade Level:

Homeroom Teacher:

Student's strengths, protective factors, motivators	Relevant information	Current and further interventions - SCHOOL	Intervention suggestions – OUT OF SCHOOL
<ul style="list-style-type: none"> - - - - 	<ul style="list-style-type: none"> - - - - 	<p><u>In-class supports</u> (homeroom, specialists)</p> <ul style="list-style-type: none"> - Tier 2: - Tier 3: - Comments: <p><u>Out-of-class supports</u> (Tech Room, Resource Room, NSC)</p> <ul style="list-style-type: none"> - Tier 2: - Tier 3: - Comments: 	<p><u>Suggestions for home</u></p> <ul style="list-style-type: none"> - - - - - <p><u>Referral to or collaboration with outside partners</u></p> <ul style="list-style-type: none"> - - - -
<p><u>Potential triggers – Risk factors</u></p> <ul style="list-style-type: none"> - - - - 	<p><u>Previous successful Interventions</u></p> <ul style="list-style-type: none"> - - - - 	<p><u>During transitions</u> (morning, recess, lunch, end-of-day)</p> <ul style="list-style-type: none"> - Tier 2: - Tier 3: - Comments: 	<p><u>Referral to or collaboration with outside partners</u></p> <ul style="list-style-type: none"> - - - -
<p><u>Presenting challenges/concerns</u></p> <ul style="list-style-type: none"> - - - - 	<p><u>Interventions to avoid</u></p> <ul style="list-style-type: none"> - - - - 	<p><u>Additional supports</u> (daycare, transportation, etc.)</p> <ul style="list-style-type: none"> - Tier 2: - Tier 3: - Comments: 	



STUDENT ACTIVE PREVENTION/SAFETY PLAN (giving priority to prevention) – in Elementary

TEMPLATE DOCUMENT

Student name:

DOB:

School/Board:

Grade Level:

Homeroom Teacher:

Student's needs/challenges/triggers	Specific objectives* related to the needs/challenges/triggers	Best practices/approaches** related to the objectives	Selected tools/support measures related to the practices
Plan B for a difficult time or activity		Plan B for a difficult day	

* The objectives are meant to be anchored in the adult posture and the selected support measures to scaffold/compensate for the needs and challenges

** The practices are meant to be preventive/proactive rather than waiting for the problem to arise to intervene. The division of adult roles and responsibilities must be clearly defined



STUDENT ACTIVE PREVENTION/SAFETY PLAN (giving priority to prevention) – **in Elementary**

SAMPLE DOCUMENT

Student name:

DOB: **12 years old**

School/Board:

Grade Level: **Grade 6**

Homeroom Teacher:

Student's needs/challenges/triggers	Specific objectives related to the needs/challenges/triggers	Best practices/approaches related to the objectives	Selected tools/support measures related to the practices
<p>May be impulsive when interacting with peers (blurts out comments that gets him into trouble), has difficulty managing emotions, finds himself easily into peer conflict (may resort to verbal or physical aggression).</p>	<ul style="list-style-type: none"> - Having the adults support emotional development, which starts with co-regulation and access to emotional expression outlets. - Ensuring the adults have an alpha posture when interacting with him, and relying on de-escalation strategies if needed. - Ensuring the student is benefiting from the Tier 1 universal practices 	<ul style="list-style-type: none"> - Scheduling regular access to the movement station (in prevention) to let out pent up energy - Scheduling access to the Emotions Room (in prevention), or other alternate space, to release emotions safely and to discover which tools work best. - Setting up opportunities to use the emotion intervention materials, and other related tools/activities, to express and name emotions - Referring to the challenges placemat on frustration for additional ideas 	<ul style="list-style-type: none"> - Movement poster for fitness drills - 10-sided dice for physical activity - Small foam balls to toss in a basket - Small Velcro balls to throw onto the target - Pool noodles for a fencing activity - Medium size ball to quick against the wall - CEBM Squawk Box (emotion cards) - Journal - Sensory material
<p>Often demonstrates signs of hypervigilance when around peers, especially during unstructured times (recess). Peer interactions may lead to him having distorted perceptions about how other 'see' him, which affects his self-concept. When academics are too difficult, he gets anxious, overwhelmed, discouraged, and then gives up.</p>	<ul style="list-style-type: none"> - Ensuring the adults are developing a good attachment with the student - Having the adults set up opportunities for positive experiences and success. - Helping to foster positive self-concept, which starts with cultivating a sense of belonging and significance. 	<ul style="list-style-type: none"> - Scheduling regular check-ins with an assigned adult - Ensuring that the schoolwork is well adapted to his level (and that it is broken down into manageable chunks. - Breaking up the time allocated to the task with access to the student's individual bin or to a project of interest. - Providing opportunities where he is a helper to the adults and is given a valued task - Inviting him to participate in a small-group project of his interest, or a game, where he can shine 	<ul style="list-style-type: none"> - Academic supporting tools - individual bin containing paper-crayon activities, doodling pad, journal, books of interests, fine-motor activity, special project, etc. - Responsible for the recycling in the classroom - Responsible for bringing the attendance cards to the school secretary - Deck of cards, UNO game
<p>Has hypersensitivities, especially with sound and people being in close proximity (he gets overwhelmed in Phys. Ed., music class, and while in the schoolyard). Struggles with transitions, novelty and unpredictability.</p>	<ul style="list-style-type: none"> - Having the adults help to minimize his level of exposure to sensory overload and to identified triggering situations. - Ensuring the student is benefiting from the Tier 1 universal practices 	<ul style="list-style-type: none"> - Scheduling regular access to the cocoon area (in prevention) for respite and using a variety of tools to help the student recenter himself. - Giving access to his individual bin, which has been personalized with carefully selected tools, resources, and projects adapted to his needs/interests. - Inviting him to participate in a small-group structured game/activity of interest with adult supervision. - Providing a visual schedule to help with predictability. Having a plan B set up when there's a substitute teacher (e.g. time in NSC). 	<ul style="list-style-type: none"> - Noise cancelling headset - Books - Nature scenes - Finger tracing breathing exercises - Fine-motor activity (e.g. crochet kit) - Puzzles - individual bin containing paper-crayon activities, doodling pad, journal, books of interests, fine-motor activity, etc.
Plan B for a difficult time or activity		Plan B for a difficult day	
<p>Since Phys. Ed. and music class are challenging for him, he has an assigned Support Staff accompany him during those blocs of time. If the circumstances get overwhelming beyond his coping ability, it is suggested for the Support Staff to:</p> <ul style="list-style-type: none"> - accompany him to an alternate location to work on some individual projects of interest - go for a walk around the school to help release some of that tension and sensory overload - let the student cocoon for a short while in a quiet space to help him recenter himself 		<p>On difficult days where the student is not managing well in the classroom or in the schoolyard, it is suggested for him to:</p> <ul style="list-style-type: none"> - receive a check-in with the assigned adult in order to assess the situation - spend some time in an alternate setting (Oasis/NSC) and focus on individual projects of interest (something engaging and easy to accomplish autonomously) - be a helper to the adults to increase his sense of belonging/significance, and help release some energy - follow a sheltered recess/lunch period, which is structured and predictable, to avoid further triggering 	



STUDENT ACTIVE PREVENTION/SAFETY PLAN (monthly follow up) – in Elementary

TEMPLATE DOCUMENT

Student name:

DOB:

School/Board:

Grade Level:

Homeroom Teacher:

Month: _____

Name:	Teacher:	Grade:	Date NSC Support Began:
What's working – Interventions in place	Ongoing challenges – New interventions to be implemented		New challenges – Interventions that will be implemented