

CRISIS DEVELOPMENT/BEHAVIOUR LEVELS	STAFF ATTITUDES/APPROACHES
<p>1. Anxiety</p> <p>(noticeable increase or change in behavior)</p> <ul style="list-style-type: none"> • Body tenses up (tightening muscles) • Purses lips / grimacing face • Frowning / Furrowed brow • Change in facial expression – fearful/anxious, red face, clenched jaw • Increased movement ~ around the learning space ~ whole body - rocking in seat - rubbing thighs • Focus on an object or attaining an object • Increase in vocalizations • Walks away from group • Somatic complaints • Becomes more invasive of others' space • Increased requests to leave the class (e.g. washroom, water) • Change in tone/ volume of voice • "Gentle" work refusal (not engaging in task) • Asks to go home • Limited engagement in learning activity • Leaving designated learning space • Lack of focus • Becomes silly • Increase in tics • Repetitive phrases • Head on desk or table • Puts hood up/pulls hat down over eyes • Turns away from adults or peers • Frequent washroom breaks 	<p>1. Supportive</p> <p>(empathetic, non-judgmental response)</p> <ul style="list-style-type: none"> • Increase visuals supports– first/then; time timer • Continue using AAC device • Remind student what is coming next • Provide fast finish (adapted support - adjust task demand) and move to break choice in a quieter private space – 1:1 • Redirect to another activity • Attempt to distract or engage with a different game • Move peers to another area if appropriate • Use choice board to support student's agency • Engage with student – get down to his level and ask them what they need - validate feeling and effort • Offer a body break or job • Allow for processing time. • Move to designated break space • Model expected behaviors with peers (ie: model academic task with peer in close proximity) • Offer fidget or calming tools • Provide a snack or water if desired • Scan the environment (are there precipitating factors present? Are there safety concerns?)
<p>2. Defensive</p> <p>(cues that this student is beginning to lose the ability to think or process information)</p> <ul style="list-style-type: none"> • Increased volume & tone becomes demanding (i.e. "I don't have to listen to you") • Invades the personal space of others • Eye contact – sustained glaring • Grabbing items - ripping paper • Taking items from others 	<p>2. Directive</p> <p>(set simple, clear, enforceable limits)</p> <p>Limit setting: provide clear, simple directions – what TO do</p> <ul style="list-style-type: none"> • If possible, move the student towards a calm, safe space with access to preferred act • Limit language to direct prompts and supportive visuals

- Pushing items aside ~ off a table, shelf, etc.,
- Hiding ~ inside room/space, under furniture
- Climbing
- Desk- shakes, pushes it, hits it or knocks it over
- Threatening – verbally – “I want to murder you”
- Threatening – physically – lifting furniture; gesturing with scissors
- Throwing objects (not at a target)
- Runs away from peers or adults, leaves classroom, leaves building
- Chases peers
- Swearing
- Refusal / challenging questions
- Yelling
- Becomes more aggressive with objects (e.g. banging, swinging them, slamming)
- Increase in touching others’ bodies or belongings
- Change in facial appearance (e.g. scowl)
- Lifting chairs
- Running away/out of designated space and/or school building
- Stomps
- Property Destruction
- Vacant Stare/Non-responsive
- Inflammatory gestures (e.g. middle finger, sexual)
- Crying (high level, sustained)
- Kicking or hitting the wall
- “Active” refusal (e.g. NO! Throwing work off desk)

- Give **time and space** for student to calm
- Adjust demands
- Staff do not engage in power struggle
- Fast finish – move to choice alternate
- Redirect / distract with something new or novel if appropriate
 - Increase visual support – first/then; choice board; stop/wait
 - Remove the audience / **Direct the directable**
 - Use visuals to support processing (e.g. pictures or written form)
 - Scan the environment for safety concerns (e.g. items that can be thrown)
 - Narrate any movements (e.g “I am just going to sit on the chair”)
 - Provide processing time (10-20 seconds)
 - If student leaves the school building, immediately call for support
 - Have and activate a communication plan (who will you contact and who will respond?)

Position - CPI supportive stance

Posture – relaxed, calm

Proximity – at least one and a half arm’s length to respect his personal space

Do not block

Do not enter personal space

Do not attempt to remove objects carried by student

<p>3. Risk Behaviour</p> <p>(becoming a risk to self or others)</p> <ul style="list-style-type: none"> • Moving towards a human target with intention to strike (kick, punch, slap, grab, etc.) • Throwing objects at intended target • Spitting, biting, grabbing hair or clothing • Elopement from school property • Self-harm 	<p>3. Safety Interventions</p> <p>(injury prevention)</p> <p>*COORDINATED TEAM RESPONSE*</p> <ul style="list-style-type: none"> • Ensure all students are a safe distance away from student in crisis – class will need to be evacuated at this time • Narrate your movements as you provide increased distance and/or position a table between you and student • Limit your language – stop trying to set limits and focus on safe tension release • Maintain a calm and neutral facial expression <p>MAINTAIN</p> <p>Proximity – 2+ meters away – continue to increase distance if objects are being thrown</p> <p>Posture – relaxed</p> <p>Position – CPI supportive stance</p> <p>Do not block</p> <p>Do not enter personal space</p> <p>Do not attempt to remove objects carried by student</p>
<p>4. Tension Reduction</p> <p>(cues that this student is calm)</p> <ul style="list-style-type: none"> • Slowed breathing; movements slowing • Crying (softly) • Remorseful statements • Reassurance-seeking from trusted adult • Sleepiness; yawning • Need for toileting or a snack • Interest diverted to calming activity • Able to engage in some eye contact • Able to engage in some back and forth conversation 	<p>4. Therapeutic Rapport</p> <p>(re-establish rapport – do not recriminate)</p> <ul style="list-style-type: none"> • Allow time for full tension reduction – do not attempt to redirect back to previous academic activity or move too quickly into the next classroom activity • Suggest a return to the classroom upon completion of at least one preferred/break activity and signs of complete de-escalation • If suggestion is met with immediate Level 1 behaviour, remain in preferred activities • Arrange for an alternate schedule for the remainder of the day (if needed)