

## REGULATION SUPPORT PLAN (RSP)

<b>Name:</b>	<b>Grade:</b>	<b>DOB:</b>
<b>Teacher:</b>	<b>Case manager:</b>	<b>School:</b>

### 1. RATIONALE:

### 2. BRIEF PREFERENCE PROFILE:

### 3. KNOWN ANTECEDENTS:

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### 4. ESSENTIAL STRATEGIES FOR STUDENT SUCCESS:

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### 5. CONNECTED ADULTS:

### 6. PLAN TO FOSTER CONNECTION AND BELONGING:

### 7. NEXT STEPS:

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**RESPONSE PLAN:** (staff response(s) to student's behaviour)

Staff will implement the following management plan when necessary.

Precursor Behaviours (What you see)	Staff Response(s) (What you do)
<p><b>Student Anxiety: Level 1</b> (noticeable increase or change in behaviour)</p>	<p><b>Be Supportive:</b> (empathetic, non-judgmental response)</p>
<p><b>Student Becomes Defensive: Level 2</b> (cues that this student is beginning to lose the ability to think or process information)</p>	<p><b>Be Directive:</b> (set simple, clear, enforceable limits) Continue with previous strategies</p> <ul style="list-style-type: none"> <li>Do not block</li> <li>Do not enter personal space</li> <li>Do not attempt to remove objects carried by student</li> </ul>

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<p><b>Student is Acting Out: Level 3</b> (becoming a risk to self or others)</p>	<p><b>Crisis Intervention Plan:</b> (injury prevention)</p> <p>MAINTAIN</p> <p>Proximity – 2+ meters away</p> <p>Posture – relaxed</p> <p>Position – CPI supportive stance</p>
<p><b>Student Tension Reduction: Level 4</b> (cues that this student is calm)</p>	<p><b>Therapeutic Rapport:</b> (re-establish rapport – do not recriminate)</p> <p><b>THIS IS NOT THE TIME TO REVIEW THE INCIDENT</b></p>

### 8. COORDINATED STAFF RESPONSE ATTACHED?

Yes

Not Required