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| **PLANNING WITH THE EXPLOSIVE and CHALLENGING STUDENT IN MIND** | | | |
| **Name of student:** | |  | |
| **Age:** | **Grade:** | **Teacher:** | **Date:** |
| **ANALYSIS** | | | |
| 1. **WHEN** | |  | |
| 1. **WHERE** | |  | |
| 1. **WITH WHOM** | |  | |
| 1. **PRECURSORS (WHAT HAPPENED BEFORE)** | |  | |
| 1. **WARNING SIGNS** | |  | |
| 1. **TRIGGERS (WHAT SETS THE CHILD OFF)** | |  | |
| 1. **THE MANY SOURCES OF FRUSTRATION** 2. Attachment frustration at home 3. Things that ‘don’t work | |  | |
| 1. **POTENTIAL SOURCES OF FRUSTRATION** 2. Substitute staff 3. Major changes in schedule such as “Fun Days” | |  | |
| **INTERVENTION** | | | |
| 1. **IDENTIFY SAFE ATTACHMENT FIGURE(S) FOR INTERVENTION** | |  | |
| 1. **PLAN “B” FOR A DIFFICULT DAY** | |  | |
| 1. **PLAN “B” FOR A DIFFICULT TIME OR ACTIVITY** 2. **ALTERNATE LOCATION**   (Send using an ‘errand’)   1. **ALTERNATE ACTIVITY**   (With another person or group) | |  | |
| 1. **PLACE FOR EMOITONAL EXPRESSION** 2. **FRUSTRATION** 3. Alternate, less violent expression   ii. Playing out attack   1. **TEARS** | |  | |
| **TO AVOID:**   1. **IMPOSING STIFFER CONSEQUENCES (EXCEP FOR “SOCIAL JUSTICE”)** 2. **USING ISOLATION AND IGNORING** 3. **USING REINFORCEMENTS SYSTEMS** 4. **USING AGENDA TO REPORT ON THE STUDENT’S DAY** | | | |
| **TO DO:** | | | |
| 1. **DURING AN EXPLOSION:** 2. Clear the area 3. Move the child to a safe place 4. Have one person “be there” for the child | |  | |
| 1. **AFTER AN EXPLOSION:** 2. Go to a quiet place 3. Reflect frustration and/or alarm 4. And try to find sadness and tears 5. Provide reassurance | |  | |
| **MODIFY PLAN “B” FOR FUTURE INTERVENTIONS --> PLAN “C”**   1. IDENTIFY CHANGES REQUIRED (WHAT DID NOT WORK) 2. DECIDE ON CHANGES TO BE IMPLEMENTED 3. ENSURE THAT ALL STAFF WORKING WITH THIS STUDENT ARE AWARE OF “PLAN C” | | | |