|  |
| --- |
| **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 attack1. **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”
 |