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| **PLANNING WITH THE EXPLOSIVE and CHALLENGING STUDENT IN MIND** | | | |
| **Name of student:** | |  | |
| **Age:** | **Grade:** | **Teacher:** | **Date:** |
| **ANALYSIS** | | | |
| **WHEN** | |  | |
| **WHERE** | |  | |
| **WITH WHOM** | |  | |
| **PRECURSORS**   * what happened just before? | |  | |
| **WARNING SIGNS** | |  | |
| **TRIGGERS**   * what set the student off | |  | |
| **SOURCES OF FRUSTRATION**   * what is not working today * what doesn’t work every day * is there attachment frustration – at school or at home | |  | |
| **POTENTIAL SOURCES OF FRUSTRATION**   * Substitute staff * Major changes in schedule | |  | |
| **OTHER FACTORS**  Sensory issues and sensitivities  Trauma – difficult home situation | |  | |
| **INTERVENTION** | | | |
| **SAFE ATTACHMENT -PERSON(S) FOR INTERVENTION** | |  | |
| **PLAN “B” FOR A DIFFICULT DAY**  What will be done differently to prevent an eruption? | |  | |
| **PLAN “B” FOR A DIFFICULT TIME OR ACTIVITY**   * Alternate location * Alternate activity | |  | |
| **ALLOWING FOR EMOTIONAL EXPRESSION**   * **FRUSTRATION**   Alternate, less violent expression  Playing out attack   * **TEARS** | |  | |
| **OTHER INTERVENTIONS** | |  | |
| **NOTES** | |  | |
| **TO AVOID:**   * **IMPOSING STIFFER CONSEQUENCES (EXCEPT FOR “SOCIAL JUSTICE”)** * **USING ISOLATION AND IGNORING** * **USING REINFORCEMENT SYSTEMS** * **USING AGENDA TO REPORT ON THE STUDENT’S DAY** | | | |
| **TO DO** | | | |
| **DURING AN ERUPTION:**   * Clear the area * Move the student - safe place * Have one person “be there” for the student | |  | |
| **AFTER AN ERUPTION:**   * Go to a quiet place * Reflect frustration and/or alarm * Help to find sadness & tears * 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” | | | |
| CEBM-page on Frustration <https://www.cebmmember.ca/frustration-and-aggression> (Password CEBMmembers) | | | |