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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
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| **OTHER FACTORS**Sensory issues and sensitivitiesTrauma – 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 expressionPlaying out attack* **TEARS**
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| **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**
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| **TO DO** |
| **DURING AN ERUPTION:*** Clear the area
* Move the student - safe place
* Have one person “be there” for the student
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| **AFTER AN ERUPTION:*** Go to a quiet place
* Reflect frustration and/or alarm
* Help to find sadness & tears
* Provide reassurance
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| **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”
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| CEBM-page on Frustration <https://www.cebmmember.ca/frustration-and-aggression> (Password CEBMmembers) |