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| **Stages of a crisis -examples** |
| **Stage** | **Baseline** | **Anxiety/ trigger** | **Defensive/ escalation** | **Crisis** | **Recovery** | **Depression** | **Restoration** |
| **Signals** | * Calm
* Compliant
* Engaged
* Ready
* Willing
* Happy
* Communicative
 | * Withdrawn
* Fidgeting
* Questioning
* Pacing
* Talking fast
* Ticks
* Stimming
* Rocking
* Clenching fists
 | * Loud
* Yelling
* Screaming
* Non-compliance
* Swearing
* Absconding
* Body tenses
* Shutdown
* Punching/throwing objects
 | * Destruction of property
* Intention to harm self and/or others
* Non-verbal/screaming
* Absconding
* Climbing
 | * Reduction in energy
* Less aggression and violence
* More verbal/ communicative
* More regulated breathing
* Crying
 | * Crying
* Withdrawn
* Regretful
* Remorseful
* Significant reduction in energy
* Sleep
 | * Communicative
* Compliant
* Remorseful
* Return to baseline
 |
| **Strategies** | * Build positive relationships
* Teach replacement behaviour
* Build social and emotional capabilities
* Positively reinforce
* Provide a Safe, Positive, Predictable and Consistent environment
 | * Acknowledge the emotion, reteach the expectation
* If… then… when.. Then…
* Redirect using non-verbal or short verbal instructions
* Offer preferred calming activity, utilise sensory aides
 | * Acknowledge the intensity of the stress, affect labelling
* Identify the trigger and remove it
* Use help script…
* Call for help
* Watch your non-verbal’s
* Limited choices
* If…then…/ when... Then…
* Isolate the crisis -have a planned response for the rest of the class
 | * Think Safety -eliminate elements of the potentially harmful situation i.e. Target - if you then swap out, Weapon -manoeuvre away, Trigger -peers, Stress -minimise stimulation
* Wait it out, maintain visual, calm presence, help script
* Help script.
* Call for support
 | * Active Listening: non-judgemental, undivided attention, listen to facts and feelings, paraphrase
* Caring gesture i.e. drink of water
* Calming space, mindful colouring, shoulder to shoulder walk
* Preferred activity
 | * Caring gesture i.e. drink of water
* Calming space
* Preferred activity
* Active Listening
 | * Caring gesture i.e. drink of water
* Welcome back to the learning space, clean slate
* Engage in school wide restorative practice procedure\*
* Design student focus plan
 |
| **Avoid** | * Known triggers
* Inconsistent practices
 | * Drawing attention of others to that student
* Punitive actions, threats, control battles,
* Intense emotive reactions
 | * Control battles
* Directive/controlling statements
* Threats/punishments
* Intense emotive reaction
* Touch & Personal space
 | * No physical intervention unless imminent and immediate risk of serious physical harm to self or others
 | * Judgemental responses
* Punishments
* Known triggers
 | * Discussing previous events
* Punishments
 | * Holding grudges
* Retelling the events numerous times
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Sourced from the work of the ACT Education Directorate Universal School support Team 2021