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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| **Signals** | * Calm * Compliant * Engaged * Ready * Willing * Happy * Communicative | * Withdrawn * Fidgeting * Questioning * Pacing * Talking fast * Ticks * Stimming * Rocking * Clenching fists | * Loud * Yelling * Screaming * Non-compliance * Swearing *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in energy * Less aggression and violence * More verbal/ communicative * More regulated breathing * Crying | * Crying * Withdrawn * Regretful * Remorseful * Significant reduction in energy * Sleep | * Communicative * Compliant * Remorseful * Return to baseline |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 |

Sourced from the work of the ACT Education Directorate Universal School support Team 2021