

Northwoods Academy Bibb County School District
Safety-Net Procedures
Crisis Risk Management Plan

When a child has intense challenging behavior and is a danger to themselves or others:

1. Use the intercom, phone, or loud voice to solicit assistance from another adult. "I need help immediately".
2. Teacher should implement first response de-escalation procedures that might include a verbal, physical, or environmental action. Teachers should verbally validate child's emotional distress (e.g., "I see you are frustrated"). Teachers should not increase, or re-assert demands on child (e.g., "You need to pick all of these up.") until child has de-escalated.
 - a) Verbal – Provide child with direction about what to do (e.g., "put the sand in the sand box"), direction about appropriate behavior (e.g., "ask for a turn"), direction to de-escalate ("take a deep breath) or validate emotion ("it looks like you are very angry).
 - b) Physical –Move the child, Block the child, Interrupt aggressive action with physical guidance (e.g., take block out of hand of child threatening to throw), Guide child to correct action.
 - c) Environmental –Remove materials from area, remove children from proximity of the child having challenging behavior, Put a barrier between child and others
3. If first response strategies are not effective, prevent the child from hurting self or others by:
 - a) Removing the other children, but keeping all children within visual range;
 - b) Verbally redirecting the child to quiet space in the room.
 - c) Demonstrating and encouraging child use of the Tucker Turtle strategy;
 - d) Physically placing yourself between the child and other children (only if you will not be placed in danger); or
 - e) Blocking child aggressions or property destruction (without touching child).
4. Person providing classroom assistance will either remove the child (if safe to guide child to leave) from the area or ask the teacher to remove the other children.
5. Person providing classroom assistance will remain with the child until situation de-escalates.
6. After child de-escalates, adult will debrief with child using a developmentally appropriate process and support the child back to the group (e.g., "Let's talk about what happened" "What can you do if this happens again?"). This should include a restatement of program-wide expectations.
7. A Behavior Incident Report and any other required incident reports are completed.
8. Family is contacted by program administrator and informed of the incident.
9. Debriefing meeting with teacher is scheduled to occur at end of the day or following morning. If an Individualized Support Plan has not been developed and is needed, the process will be initiated. If a Support Plan is in place, it will be reviewed.