**Draft Only Safety Plan** Developed by: L

**\_A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Date: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Client Name)**

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| **Behaviour** | **Trigger(s)** | **Prevention Strategies** | **Interventions** |
| **General**   * Anxiety   **Specific**  **WATCH FOR:**   * Shaking his foot * Hand Shaking * Body and face tensing * Increased volume of voice * Repetitive asking of questions * Pacing | * Talking about a holiday that’s coming up * Another client (J) being loud * Too many instructions (without enough time to process) * Change of schedule or routine * Sensory overload (e.g. excessive talking, too many people talking to him at once) | * Do not assume you have A’s attention. He may be scripting in his head. * Give him an instruction once and give him time to process it (up to 10 seconds) * Advance notice of change in routine with frequent reminders * Ensure expectations are explicit. If you are unsure, ask him if he understands. * Focus on the positive and the reward. * Ensure A can go to a quiet place (e.g. the sensory area room) | When A shows signs of anxiety, **be supportive by:**   * Acknowledging that A is having difficulty by making a simple statement such as “this is hard sometimes.” Suggest a strategy e.g. “Let’s play at another table now” or “Let’s work on this together” * Show by example what you are asking him to do. He may not be able to process the verbal instruction. * Suggest A. take a “time out” break. Lead him to the sensory area. He can go back to what he was doing when he can do so calmly. * Use “timer strategy” listed beside timer. |

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| **Behaviour** | **Trigger(s)** | **Prevention Strategies** | **Interventions** |
| **General**   * Defensive   **Specific**  **WATCH FOR:**   * Demanding questions * Loud voice * Challenging / intimidating comments (e.g. telling other clients to be quiet) * Refusal, non-compliance | * Anxiety from previous trigger has not been resolved. * If he thinks you are angry with his behaviour * Believes there will be a punishment * Too much physical redirection | * Repeat the steps outlined on previous page | * Try to get A out of the room quietly. Tell him we’re taking a quick break and tell him where he needs to go. * Use short sentences and instructions * Remain calm and supportive |

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| --- | --- | --- | --- |
| **Behaviour** | **Trigger(s)** | **Prevention Strategies** | **Interventions** |
| **General**   * Acting Out (Loss of control)   **Specific**  **WATCH FOR:**   * Raising voice * Yelling * Pinching or grabbing others * Biting * Kicking * Hitting others * Hitting self * Swearing * Sweating * Loss of rationale | * Trying to discuss the behaviour * Calming methods (e.g. He did not want to go to calming area) * Lecturing | * Minimize language * Get him to a safe place | Once A. is in “rage stage” (loss of control) main concern is safety of himself and others. He may be unable to be reasoned with or able to disengage at this point. It is important to remember that the rage is not always about what happened. A. may be angry with himself for losing control.   * Allow space * Allow A. to vent (short) * Remain calm (neutral and firm voice) * Remain a step or two behind when walking him to safe area * Avoid confrontation (this is not the time to discuss what lead to the outburst) * Once he begins to regain control, remind A. to do calming exercises and show picture calming chart on wall in calming area |

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| **Behaviour** | **Trigger(s)** | **Prevention Strategies** | **Interventions** |
| **General**   * Tension Reduction   **Specific**  **WATCH FOR:**   * A. may say “Sorry for yelling” * Can become sad or quiet * May be distressed, believing people are angry with him * Slower breathing, calmer body stance * Starts to regain control | * Feeling embarrassed or ashamed * Sad about what happened * Worry about what will happen next | * Remain calm * Go through calming steps as many times as is needed * Go back to previous activity, or find a different one | This is the point when staff need to create a learning experience for all involved.   * Allow A. to maintain dignity * Be reassuring – A. is scared and upset at this point * Do not engage in discussion of what led to outburst. This will only cause more anxiety and may restart the episode. * Discuss strategies for behaviour much later, once he is truly calm. |