

Evidence 5.3 Intervention Plan Examples

Behaviour Intervention Plan (Crisis Prevention)

<p>Student's name: _____</p> <p>Grade Level: <u>2</u> Homeroom: _____</p> <p>Date: <u>May 9th 2024</u></p> <p>Resource Teacher: _____</p>	<p>Staff involved in Plan</p> <p>Principal: _____</p> <p>Teachers: _____ <u>french</u> _____ <u>english</u></p> <p> _____ <u>resource</u></p> <p>Attendant(s): _____</p> <p>Technician(s): <u>Ashley Jewer, Social Work Technician</u></p> <p>Other (Specialists; Consultants): _____ <u>Psychologist</u></p> <p> _____ <u>Orthophoniste</u></p>
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Goals/Expectations of Intervention Plan:

- ✓ ALWAYS CHOOSE LEAST-RESTRICTIVE APPROACH
- ✓ HANDS-ON IS ALWAYS A LAST RESORT

- _____ will keep his hands to himself and refrain from physical violence and fighting
- _____ will follow his schedule and be in class during class time, and NEST during NEST time
- _____ will use his words to vocalize his needs and concerns
- _____ will learn emotional regulation skills in NEST and practice these tools when challenging feelings arise

Student's Triggers (what factors cause a change in baseline state, or cause an escalation of behaviour?)

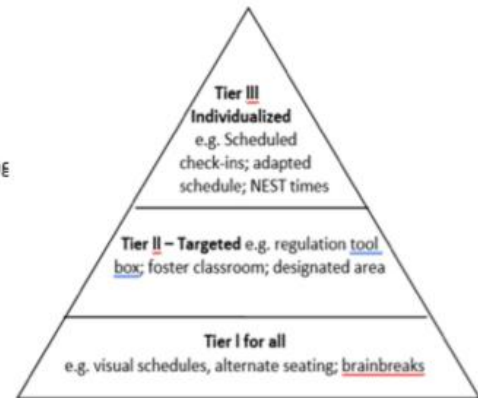
Triggers/Approaches to AVOID
<ul style="list-style-type: none"> - _____ has a more difficult time regulating on weeks that he is at _____ house - Giving _____ direct orders can trigger a shut down - Raising your voice at _____ can cause him to shut down, run away, or hide - Physically trying to remove _____ from a situation can cause him to throw himself on the floor and shut down

Brainstorm **observable signs** and appropriate staff response/intervention for each level – with the goal of DE-ESCALATION and TENSION REDUCTION.

Student's Emotional/ Behavioural State	What is Observed/Signs	De-escalation Strategy	Notes (Do's/Don'ts)
("Anxiety" Level) List noticeable changes in behaviour from the baseline, calm state; signs of distress (e.g. fidgeting; raising voice)	<ul style="list-style-type: none"> Assignments involving writing can cause _____ to become anxious 	<ul style="list-style-type: none"> <u>Given choices</u> Change staff member when he shuts down 	<ul style="list-style-type: none"> Don't yell/ raise voice Don't physically try to move him Don't point fingers
("Defensive Level") List the behavioural signs of increasing agitation (e.g. refusing to work; yelling; challenging authority)	<ul style="list-style-type: none"> Being told "no" or being told what to do / what the expectations are 	<ul style="list-style-type: none"> <u>Given choices</u> Option to stand to do work Alternate workspace Red/yellow/green chart on desk 	<ul style="list-style-type: none"> Don't yell/ raise voice Don't physically try to move him Don't point fingers
("Risk Level") Behaviours that pose imminent harm to self or others	<ul style="list-style-type: none"> Violence towards staff and other students Runs away and hides in the school Threatens to beat up other students at recess Has ran after teacher with scissors 	<ul style="list-style-type: none"> Re-assure him that you just want to talk to him Re-assure him that he will not get in trouble if he walks straight to _____ without asking a supervisor when challenging feelings arise Change staff member intervening when he is non-responsive 	*Emergency Intervention Procedure
Tension Reduction List the signs that re-establishing a state of calm	<ul style="list-style-type: none"> _____ stops staring elsewhere and becomes responsive again Will get up / out of hiding spot and follow staff to alternate space _____ will try to do his work 		Meet with the team to complete annex 1 of JKL within 48 hours Meet with the team to complete annex 2 within 1 week.

Preventative Strategies (What Tier I, II & III Interventions are being used? What Else can be tried?)

- Given choices
- Option to stand to do work
- Alternate workspace
- Red/yellow/green chart on desk
- Re-assure him that you just want to talk to him
- Re-assure him that he will not get in trouble if he walks straight to NEST without asking
- Change staff member intervening when he is non-responsive



Further Recommendations; Notes

- [redacted] will come to NEST for period 2, he will go outside first recess depending on how period 2 went
- [redacted] will spent period 5 and 6 in NEST
- [redacted] will have sheltered recess in NEST for the last recess, he can invite a friend to come with him
- [redacted] will do assigned classwork in NEST
- [redacted] will work on emotional regulation and social skills in NEST and practice the tools he learns with his peers

We will do this schedule for one week then re-evaluate on Tuesday, May 21st

- ☐ **ALL STAFF INVOLVED WITH THIS STUDENT HAVE REVIEWED THIS PLAN (including daycare)**
- ☐ Reviewed with student
- ☐ Shared with parents

GROUP INTERVENTION



Date: Oct 11th 2024

Grade: 3

Period: 4 / CCQ

Topic: Body Boundaries

Length: 60 minutes

Objectives:

Teach students about personal boundaries, body safety, identifying and understanding unsafe situations, and how to respond when facing a potential threat

Materials:

- PowerPoint slides (setting boundaries)
- Whiteboard and markers
- Scenario cards for game.
- “No Means No!” by Jayneen Sanders.
- Chat bubble activity handout
- Pencils
- Crayons

Activities and Practice:

1. Introduction (10 minutes)

- PowerPoint & Discussion:
 - Explain boundaries, use examples (personal space, my bubble, private parts under bathing suit areas).
 - Discussion: “Why are boundaries important?”

2. Activity 1 – What’s Normal & What’s Dangerous? (15 minutes)

- Game: Present scenarios from PP
- Students respond with “Normal” (safe) or “Not Normal” (unsafe).
- Group discussion to reinforce understanding.

3. Safety Network (10 minutes)

- Explain what a Safety Network is: a group of about 5 trusted people children can talk to (parent, teacher, counselor, auntie, grandparent, etc.).
- Brainstorm- have students suggest who could be in their own network.
- Reinforce: that no means no. Have students practice saying “no means no!”



4. Reading & Discussion (10 minutes)

- Read Aloud: "No Means No!" by Jayneen Sanders.
- Discussion prompts:
 - "What did you notice about how the character said no?"
 - "How did adults respect/not respect the character's boundaries?"
 - "What could you do in a similar situation?"

5. Activity 2 –Speech Bubbles (10 minutes)

- Hand out a worksheet with blank chat bubbles, explain scenarios
- Have students practice different ways to say no
- Volunteers share their responses.

6. Closing (5 minutes)

- Review key points:
 - Boundaries are important.
 - Safe vs. unsafe behavior.
 - Trusted adults in their safety network
 - It's always okay to say "No" and tell someone.
- End with a positive affirmation: "My body belongs to me, it is mine to keep safe and I have the right to say NO."

Assessment:

- Students responded well overall, almost all participated
- Listened well to the story
- Lots of questions about scenarios
- Much less re-direction than anticipated
- Ran out of time towards the end
- Ms. [redacted] happy with intervention, wants to do again with other groups

Notes:

- [redacted] very uncomfortable during lesson, did not participate
- Drew sad and angry faces during lesson
- Speak with [redacted]'s social worker about his reaction



I SAID
NO!