

## **Crisis Plan Sample (Elopement and Destructive/Unsafe Behaviors)**

### **Crisis Plan:**

#### **If \_\_\_\_\_ elopes the classroom or runs from a staff member in the hallway:**

1. If \_\_\_\_\_ elopes from a classroom, the teacher immediately alerts front desk security which in turn alerts all security staff and psychologist/social worker.
2. If elopes in the hallway, the staff member/one to one with \_\_\_\_\_ should alert \_\_\_\_\_ to then alert all security and clinical staff.
3. Assigned staff should go to their assigned doors that lead outdoors to block any exit (i.e., lunch area doors, exit door should be closed and a person in front to block the entry or exit)
4. One staff member is assigned to follow \_\_\_\_\_ by walking rapidly but calmly toward him. Don't engage in conversation but keep a keen eye on for safety purposes.
5. If \_\_\_\_\_ approaches an exit door staff member blocking the door should remain calm using minimal language. Use visual supports as needed.
6. When \_\_\_\_\_ stops running and/or attempting to elope outside the building, calming/de-escalations strategies should be used to walk him to a quiet area where he may continue to deescalate (no preferred area until he demonstrates a calm body)
7. Administrative Disciplinary Action as appropriate and/or necessary
8. If student will be staying/returning to the classroom, assess if he is ready to participate appropriately in class instruction, provide two small directives such as "write your name" or something that he is familiar with that has recently been learned.

#### **If \_\_\_\_\_ engages in Destructive/unsafe behavior in the classroom**

1. One teacher in the room should call security, psychologist, and/or social worker to assist with crisis in the classroom. Security can come to support as well as assist in calling for additional support.
2. Immediately have other students go to a safe space in the classroom with a teacher or if necessary, leave the classroom to a space in the building that is free (media center or gymnasium).
3. Two staff members will remain in the classroom to support de-escalation
4. During De-escalation remain calm and limit verbal's/language. Use visuals as necessary and appropriate. Provide safe alternative activities that will distract him from continuing to engage in the unsafe behaviors.
5. When he is de-escalated engage him in age and developmentally appropriate restorative conversation.
6. Repair any harm that was done (example: help clean up items thrown; papers ripped etc.)
7. Administrative Disciplinary Action as appropriate and/or necessary
8. If student will be staying/returning to the classroom, assess if he is ready to participate appropriately in class instruction, provide two small directives such as "write your name" or something that he is familiar with that has recently been learned.

OR

1. One teacher calls clinical staff/security for support
2. If \_\_\_\_\_ can leave the classroom independently, one teacher/clinician and/or security can walk with \_\_\_\_\_ to a Clinician's/ Nearest empty space office
3. During de-escalation remain calm and limit verbal's/language. Use visuals as necessary and appropriate. Provide safe alternative activities that will distract him from continuing to engage in the unsafe behaviors.

4. When he is de-escalated engage him in age and developmentally appropriate restorative conversation.
5. Repair any harm that was done (example: help clean up items thrown; papers ripped etc.)
6. Administrative Disciplinary Action as appropriate and/or necessary
7. If student will be staying/returning to the classroom, assess if he is ready to participate appropriately in class instruction, provide two small directives such as “write your name” or something that he is familiar with that has recently been learned.