


Safety Plans, PBIPs, Student Protocols

The background of the slide is an abstract geometric composition. On the left, a dark navy blue shape, resembling a stylized letter 'C' or a partial circle, frames the text. To the right, several translucent, three-dimensional planes in shades of light blue and white intersect at sharp angles, creating a sense of depth and perspective. The bottom of the image is a dark, flat surface that reflects the light from the planes above.



Anti-Oppressive Approaches

- Creating identity-affirming, safe environments for your students
- Acknowledging how our own lived experiences and identities impact our interactions and approaches to students and behaviour
- PDSB strategies assist us in planning, reflecting, and disrupting
- Getting to know your students is essential; relationship building is ongoing work

Building Community and Relationships

Building Community and Relationships with Students



How do we start the year with students to create a sense of community and belonging?



What resources are available to assist us with getting to know students as learners and individuals?



How do we maintain a sense of community and belonging throughout the year?



What do we/can we do to bring students back into community when something goes wrong?

Verbal De-Escalation: Proactive and Restorative Strategies

- Relationships and sense of belonging are essential to effective verbal de-escalation of crisis situations
- Proactive strategies are essential to reduce setting events (events that make it more likely a student will exhibit unsafe behaviours)
- Effective restorative strategies must always be used after a crisis and consequences should bring the student back into community, not push them out or isolate them

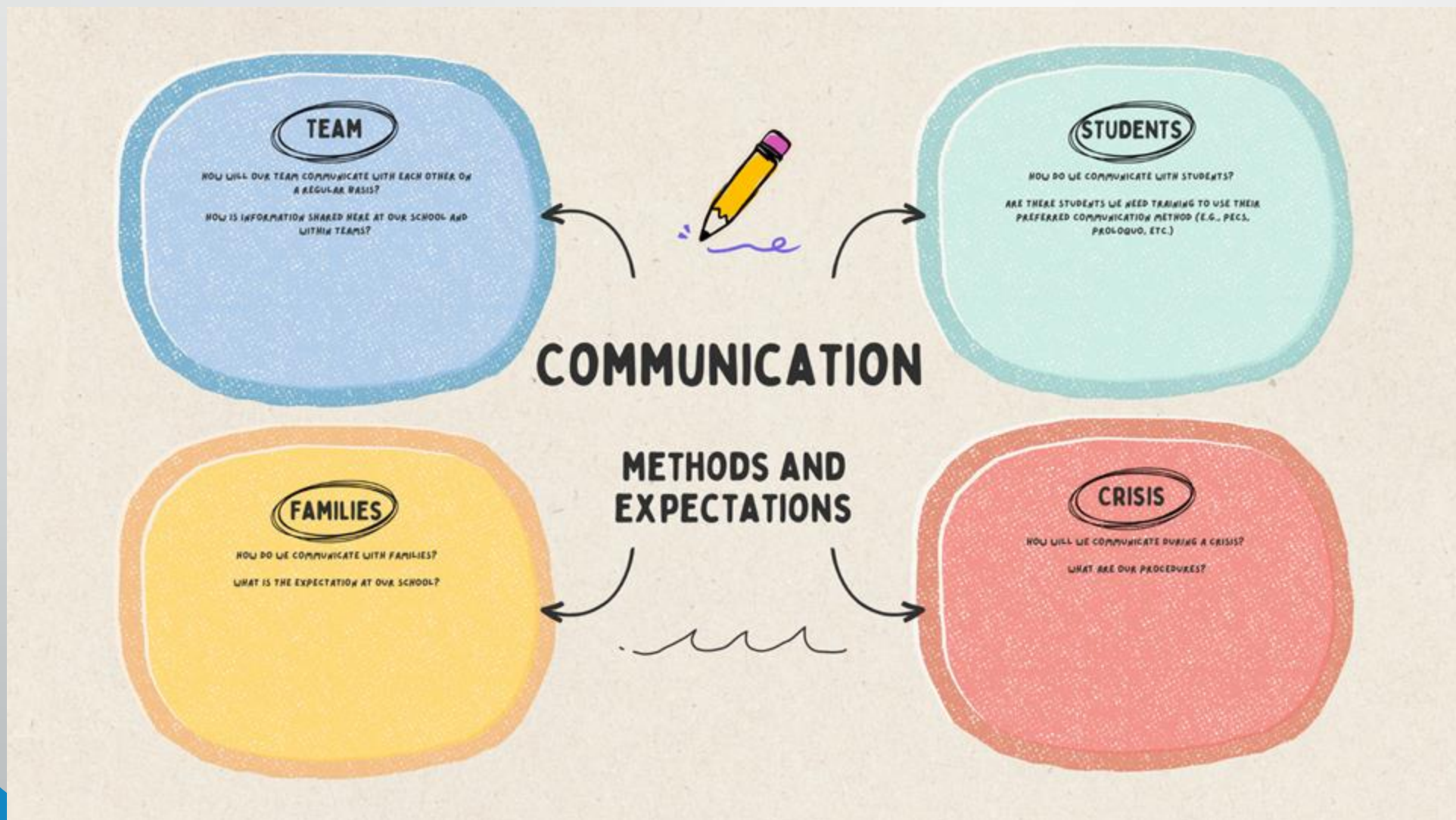
Verbal De-Escalation: Considerations

- **Integrated Experience:**
 - behaviour influences behaviour
- **Precipitating factors**
 - a person's own experiences will influence how they see and react to student behaviour
 - a student's experiences will influence how they see and react to adult behaviour
- **Rational Detachment**
 - avoid taking behaviours and attitudes personally
 - think, "This student is not giving me a hard time, the student is *having* a hard time."

Notification of Risk





- Principals as supervisors must notify all workers of potential for encountering risk
- Students with safety plans – principals will either review safety plan abstracts with the staff or send them via email
- Safety plan abstracts will be in the emergency procedures binder in the office
- Staff working directly with the student will have access to the full safety plan

Communication



Functions of Behaviour

In our PBIPs, we look at only 2 functions: to get something or to avoid something

4 Functions of Behaviour			
		What It Does For Me	When Does it Happen
S Sensory		Provides preferred sensory experiences; behaviour feels good to do	Anytime, even when alone. Especially if I'm anxious
E Escape		Removes undesired activities or interactions	When task is too: hard, easy, boring, or scary
A Attention		Provides access to people or interactions	When I want social interaction
T Tangibles		Provides preferred items or activities	When I want a preferred item or activity

Verbal De-Escalation

The CPI *Crisis Development Model*SM



What does 'escalated' mean?

- The student is in stage 3
- The student has lost the ability to think or reason clearly
- The student is engaging in behaviours that are causing or are at risk of causing physical injury to self and/or others

The CPI *Crisis Development Model*SM





Safety Documents Overview

Safety Plan

- direction to staff when a student is escalated and exhibiting risk behaviour

Student Protocol

- direction to staff when a student is NOT escalated and exhibiting risk behaviour

Positive Behaviour Intervention Plan (PBIP)

- An instructional plan designed to teach students to have their needs met in a safe, prosocial way

Student Protocol VS. Safety Plan

Student Protocol vs. Safety Plan

STUDENT PROTOCOL		SAFETY PLAN
Student is NOT escalated	↔	Student is escalated
Student engaging in risk behaviours (e.g., eloping, throwing, putting non-edibles in mouth, biting, etc.)	↔	Student engaging in risk behaviours (e.g., elopement, throwing, hitting, swiping, biting, etc.)
Instructions to staff to respond to risk behaviours	↔	Instructions to staff to recognize escalation stages and de-escalate the student
May NOT include use of personal protective equipment (PPE)	↔	May include use of personal protective equipment (PPE)
May NOT include use of holds	↔	May include use of holds if trained through Student-Specific Safety Training

PBIP vs. Safety Plan

PBIP vs Safety Plan

PBIP		SAFETY PLAN
Teaches skills that make the target behaviour unnecessary	↔	Does not teach skills
Proactive	↔	Reactive
Focused on teaching the student's skills	↔	Focused on directing staff to interrupt or manage unsafe situations
Describes goals and ways of teaching replacement behaviours	↔	Describes staff action at each stage to reduce chance of escalating to next stage
Used in times of calm where there is instructional control	↔	Used in times of escalated or unsafe behaviours

PBIPs

Are required when there is a safety plan

Must include an intervention

- Learning a replacement behaviour must be scaffolded (like learning to read)
- School team must go through all 5 steps in the creation and monitoring of a PBIP: identify the behaviour, collect and analyze the data, develop a hypothesis, develop a plan to teach a replacement behaviour, evaluate the plan
- Student and caregiver input should be a regular part of PBIP creation and review
- PBIPs should be reviewed every 6-8 weeks for effectiveness, new data collection, and new goals
- When creating a PBIP, the people responsible for teaching the replacement behaviour, collecting data, and monitoring for success should be assigned at the SRM.

Staff Involvement



The school admin (P/VP) must be involved in all safety plans and student protocols



All staff who work directly with the student must have the full safety plan



All staff and volunteers who may come in contact with the student should have the safety plan abstract



All safety plans must be in the Emergency Procedures Binder in the office

Procedures



All safety documents must be generated and reviewed regularly through the Student Review Process



PSSP should be consulted via the SRM 2 (but if unavailable seek guidance from SERT, itinerant, or SELRT)



Data collection is essential

Types of Safety Training



Student-Specific Safety Training

Length of training depends on complexity of case (usually 3 hours +)
May only be taught by SEL Consultants
Builds on the skills taught in CPI Blue Card training (does not replace)
Required of all staff directly supporting the student (including admin)
Must be referred through SRM 2 (requires parent/guardian consent)
Requires PSSP involvement (case management)



CPI Blue Card

6-hour training
Taught by CPI Instructors (PDSB staff)
Certification must be updated every 2 years
Required of all EAs employed by the board
Recommended for administrators
Recommended for teachers directly supporting the student
Can be requested for full staff at a site (admin contacts SELRT or SEL Coordinator)

Use of Physical Intervention

Carries an element of risk to staff and student, especially if the physical intervention is unplanned/untrained

If trained as part of student-specific safety training, must be practised and used as a planned part of the safety plan

If not trained, should not be used unless there is risk of imminent harm to student (e.g., they attempt to step in front of a moving car)

Documentation of Use of Physical Intervention/Involuntary ALE Use



If trained as part of student-specific safety training, EACH use must be documented in eLite/Be Safe (Safety Plan) – This is the same for involuntary use of ALEs



If not trained/not planned, EACH use must be documented using the Workplace Incident form > use of physical intervention form



Parents/guardians **MUST** be informed EACH time physical intervention is used and notification to parents/guardians must also be documented on the forms as noted above

When to Initiate Student-Specific Safety Training

Repeated use of physical intervention is needed to ensure student's safety

Repeated striking or hurting staff/students

Repeated self-harm

Personal Protective Equipment (PPE)



Must be part of the student's safety plan



Once written in the safety plan its use is **required** (not optional)



Requested through Health and Safety Department ([request form](#))
by principal/vice-principal

Who Can Assist?



- SERT/SELRT can attend SRM and assist with the creation of safety plans/PBIPs/Student Protocols
- PSSP can consult or be involved in the creation of safety plans/PBIPs/Student Protocols
- SESEL central staff (itinerants, EAs, coordinators) may assist if SERT/SELRT requests assistance or if assistance is recommended from central collaborative team (SEL consultant, OT, BCBA, Intensive Support Team, etc.)

Elopement

- Student leaves class or school without permission
- Do not physically block the student (risk of injury)
- Response plan (safety plan or student protocol) is created collaboratively with parent/guardian and school team
- Review of Four Corners and Quiet Hallways
- What is our response plan if a student leaves the building? How will we communicate? What structures are in place in our school to respond to elopement?

Debriefing

- escalations and crises will likely have an impact on some or all of the people involved or who have witnessed the escalation
- it is important that people have a chance to debrief
- CPI suggests the [COPING Model](#) (updated in the 3rd Ed)
- Look after your wellbeing - communicate your needs, contact ComPsych as required.

Reporting an Incident

- All incidents of workplace violence or injuries must be reported to your supervisor and recorded in the Workplace Incident Reporting Chiclet
- Demonstration of Workplace Incident Reporting

Required Documentation

- General documentation guidelines
- Documenting the use of physical intervention
- Documenting the use of involuntary use of ALE

Resources and Learning Opportunities

Here are further training opportunities and resources:

[Working with new students checklist](#)

[Ministry-Funded Sonderly Courses](#)

[Social-Emotional Learning \(SEL\) PL opportunities](#)

[Student Mental Health PL opportunities](#)