

# CREATING A CLASSROOM CRISIS PLAN



## Steps for Staff

Preparation reduces confusion and panic while promoting the safety of everyone involved. Outline a classroom crisis plan to share with your team. Then use PLC or staff meeting time to compare notes and ensure communication and consistency within and across grade levels.

### Step 1: Prevention Strategies

**The use of proactive strategies can decrease the necessity for a crisis response.**

- \_\_\_\_ Daily check-ins with students
- \_\_\_\_ Establish clear, predictable routines
- \_\_\_\_ Praise for positive behavior, "Catch them being good."
- \_\_\_\_ Teach emotional regulation strategies. List specific strategies to teach and practice.
  - Breathing exercise(s) \_\_\_\_\_
  - Grounding technique(s) \_\_\_\_\_
  - Other activities \_\_\_\_\_

### Step 2: Early Signs of Crisis

**This is an opportunity to de-escalate behavior before it reaches crisis level.**

- |                           |                                         |                           |
|---------------------------|-----------------------------------------|---------------------------|
| ____ Speak in a calm tone | ____ Reminder of class expectations     | ____ If/then statements   |
| ____ Validate feelings    | ____ Maintain neutral body language     | ____ Get a drink of water |
| ____ Offer choices        | ____ Avoid a power struggle             | ____ Take a walk          |
| ____ Tag in/out           | ____ Use a calming corner or safe space | _____                     |

### Step 3: Crisis Response

**Follow this when a student escalates to crisis level.** List specifics on the line provided:

- Who can I call/signal for assistance? \_\_\_\_\_
- What method of communication will I use? \_\_\_\_\_
- How will I keep other students safe? \_\_\_\_\_
- Where can I escort the student? \_\_\_\_\_
- Does the student have another trusted adult? Who? \_\_\_\_\_
- Where can I move the class? \_\_\_\_\_
- What activity can the class complete? \_\_\_\_\_

Use the back of this page to identify the roles of everyone in the room: teachers, para, lead student.

### Step 4: Recovery & Repair

**Wait for the student to re-regulate. This step may have to wait until the next day.**

- \_\_\_\_ Look for cues first: steady breathing, neutral facial expression, calm body.
- \_\_\_\_ Possible conversation prompts:
  - How can we support you?
  - What could the student do differently if they feel this way again?
  - How do you think this impacted the other people in the classroom?
  - Other: \_\_\_\_\_

### Step 5: Reflect

- \_\_\_\_ Complete an incident report, if needed.
- \_\_\_\_ Debrief the incident as a team. Identify what worked well and areas for improvement.