

DANGEROUS BEHAVIORS SITE PLAN

REGION: _____

SITE: _____

Focus Area	When	Who	What	Where	Goal
Environment: Place <u>within</u> the classroom for the child to be	Behavior that: a. causes danger to self, danger to others, and/ or property damage OR b. places the child, others, or property at imminent risk	Teacher or Associate Teacher	<u>Use First Response</u> <u>Strategies:</u> Verbal Physical Environmental	Designated Quiet Space if needed (Calm Down Corner)	Help the child to calm self, process feelings/needs, and teach new strategies
Environment: Place <u>outside</u> of the classroom for the child to be	Behavior that: a. causes danger to self, danger to others, and/ or property damage OR b. places the child, others, or property at imminent risk	Teacher or Associate Teacher	<u>Use First Response</u> <u>Strategies:</u> Verbal Physical Environmental	Designated Area with Teacher Assistance (i.e. outside calm down space)	Help the child to calm self, process feelings/needs, and teach new strategies
Plan for the rest of the class	Behavior that: a. causes danger to self, danger to others, and/ or property damage OR b. places the child, others, or property at imminent risk AND is unable to calm using verbal/environmental first response strategies	Teacher or Associate Teacher	If the child needs to be removed from the other children OR when that is not possible, take other children outside	A designated space (office or calm down space) OR outside for the classroom (“room clear”)	Help the child to calm self, process feelings/needs, teach new strategies AND keep children safe
Staff roles during dangerous behavior	Behavior that: a. causes danger to self, danger to others, and/ or property damage OR b. places the child, others, or property at imminent risk	Teacher or Associate Teacher, other adults in the classroom	Designate person to help child that is exhibiting dangerous behavior Designate person to maintain classroom routines	N/A	Bigger, Stronger, Wiser and Kind Presence

Focus Area	When	Who	What	Where	Goal
Notify Parents	The same day	The Teacher	Discuss possible function of behavior, and how the team responded; formulate plan if necessary	Via telephone call or written note	Partner with parent to help the child/family; does the family need support with this at home?
Notify RM and determine follow up (contact Disabilities Spec. and ECSE Spec. if on an IFSP)	The same day	The Teacher	Discuss possible function of behavior, and how the team responded; formulate plan if necessary; ask for support if needed	Via telephone call or email	Inform RM of child that may need additional support; get support from Consultants/Specialists as needed