

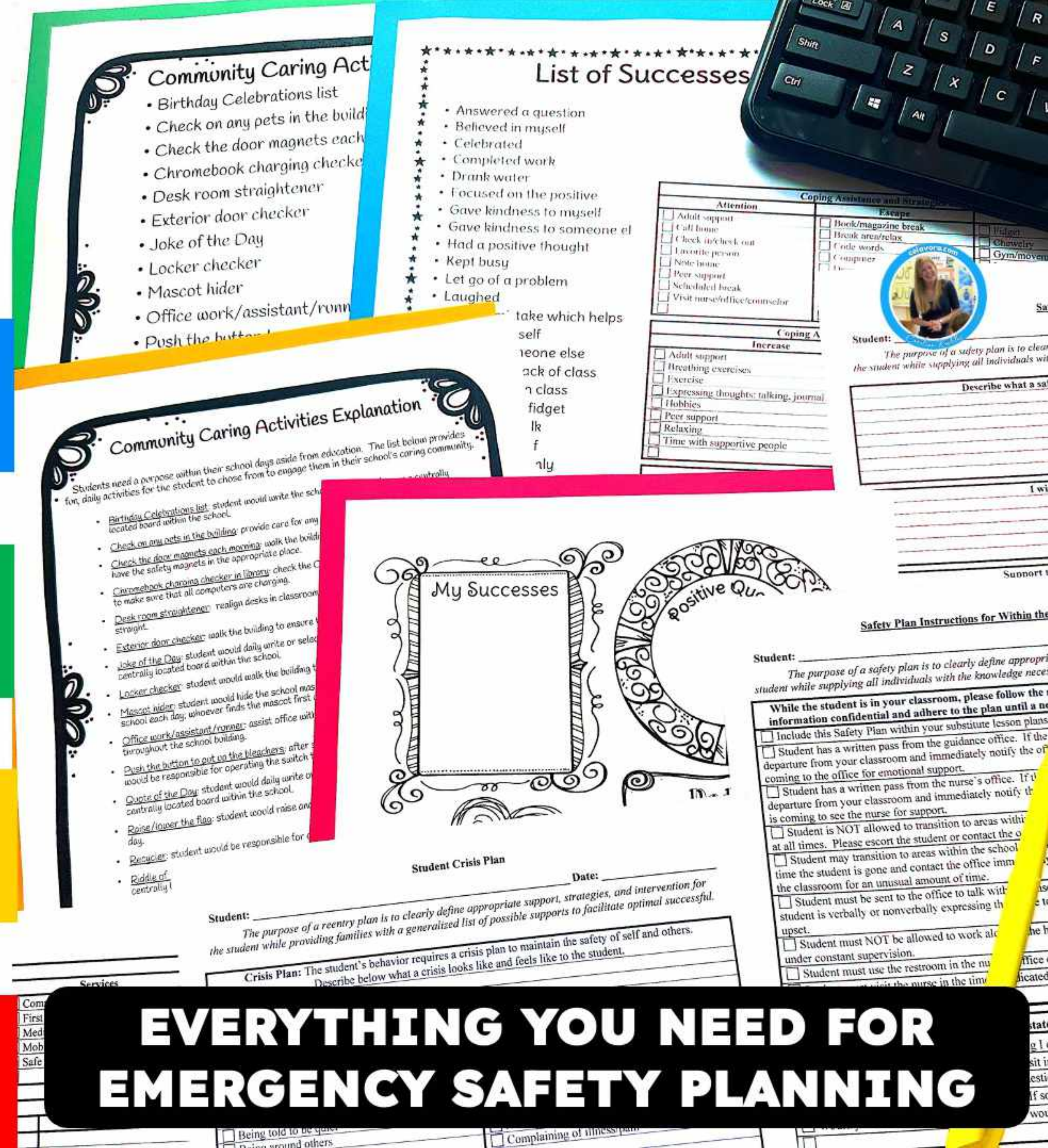
BEHAVIOR CRISIS PLAN

➤ SAFETY TEMPLATES

➤ EDITABLE PLANS

➤ FAST + EASY TO USE

➤ DOCUMENTATION



EDITABLE SAFETY SUPPORT SET

FAMILY SAFETY PLAN

CLASSROOM SAFETY PLAN

SCHOOL SAFETY PLAN

Safety Plan Instructions for Within the Student's Classroom

Student: _____ Date: _____
The purpose of a safety plan is to clearly define appropriate support, strategies, and intervention for the student while supplying all individuals with the knowledge necessary to facilitate optimal participation.

- While the student is in your classroom, please follow the marked procedures below. Please keep this information confidential and adhere to the plan until a new plan is created or is deemed unnecessary.**
- ☐ Include this Safety Plan within your substitute lesson plans during any absence from school.
 - ☐ Student has a written pass from the guidance office. If the student shows you this pass, allow immediate departure from your classroom and immediately notify the office that the student had to leave class and is coming to the office for emotional support.
 - ☐ Student has a written pass from the nurse's office. If the student shows you this pass, allow immediate departure from your classroom and immediately notify the nurse's office that the student is coming to see the nurse for support.
 - ☐ Student is NOT allowed to transition to areas within the school independently. Please escort the student or contact the office so an escort can be sent to the student at all times.
 - ☐ Student may transition to areas within the school independently without an escort. When the student is gone and contact the office immediately if you are concerned that the student is in the classroom for an unusual amount of time.
 - ☐ Student must be sent to the office to talk with a counselor if you notice any indication that the student is verbally or nonverbally expressing the desire to engage in self-harming, or if the student is visibly upset.
 - ☐ Student must NOT be allowed to work alone in the hallway or any area where the student cannot be under constant supervision.
 - ☐ Student must use the restroom in the nurse's office only instead of the school restroom.
 - ☐ Student must visit the nurse in the time(s) indicated here: _____

Appropriate statements or questions to

- ☐ I'm happy to see you. If you think of anything I can do to support you, please let me know.

Re-entry Plan for Families

Student: _____ Date: _____
School Contact Person: _____ School's Phone Number: _____

The purpose of this re-entry plan is to provide optional suggestions to families in a manner which allows them to select appropriate supports, strategies, and interventions for their student through a generalized list in order to facilitate optimal success for their student. Families may opt to use this as a guide to help their student transition back to school.

Timeline		
Reason for absence(s):	Date of anticipated return:	
Date of absence(s):		
What Your Family Can Do While the Student is Absent (Check all that apply.)		
Within the Home:	Provide to School	People to Contact
☐ Clear, concise written rules	☐ Crisis plan	☐ Before/after school care
☐ Consistent, predictable consequences	☐ Discharge summary paperwork	☐ Child/family advocate
☐ Establish bedtime & waketime	☐ Doctor's note for absence	☐ Counseling
☐ Establish emergency contacts	☐ Medication list and schedule	☐ Mental health services
☐ Establish limits	☐ Mental health assessments	☐ Mentor opportunities
☐ Establish reward system	☐ Mental health provider release form	☐ Physician/pediatrician
☐ No access to weapons, alcohol, drugs	☐ Notify school of absence & length	☐ Probation
☐ Limit technology/internet use	☐ Risk assessment	☐ School counselor
☐ List of daily chores	☐ Safety plan	☐ Social services
☐ Update medication lists	☐ Therapists' recommendations	☐ Social worker

Student Crisis Plan

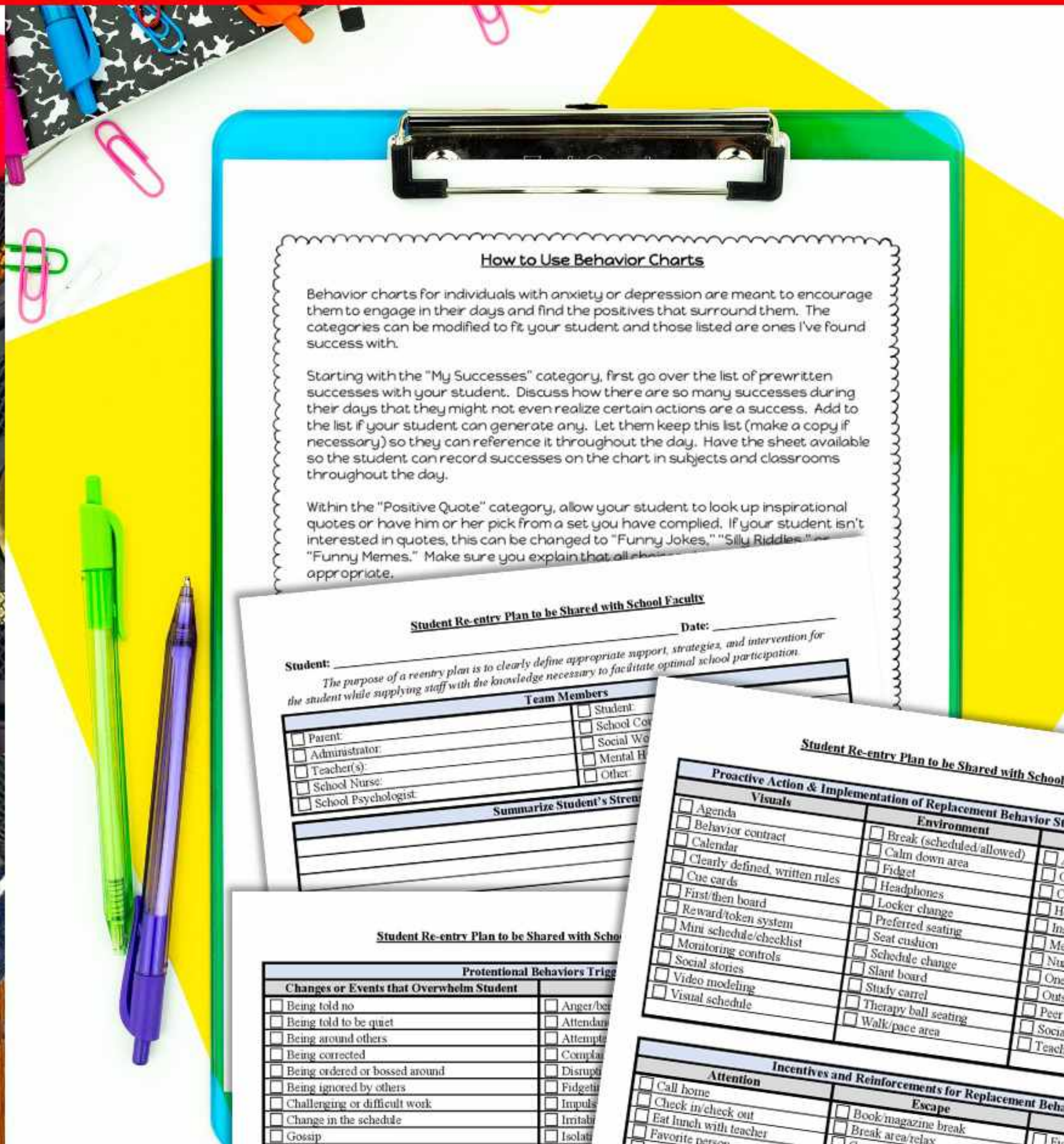
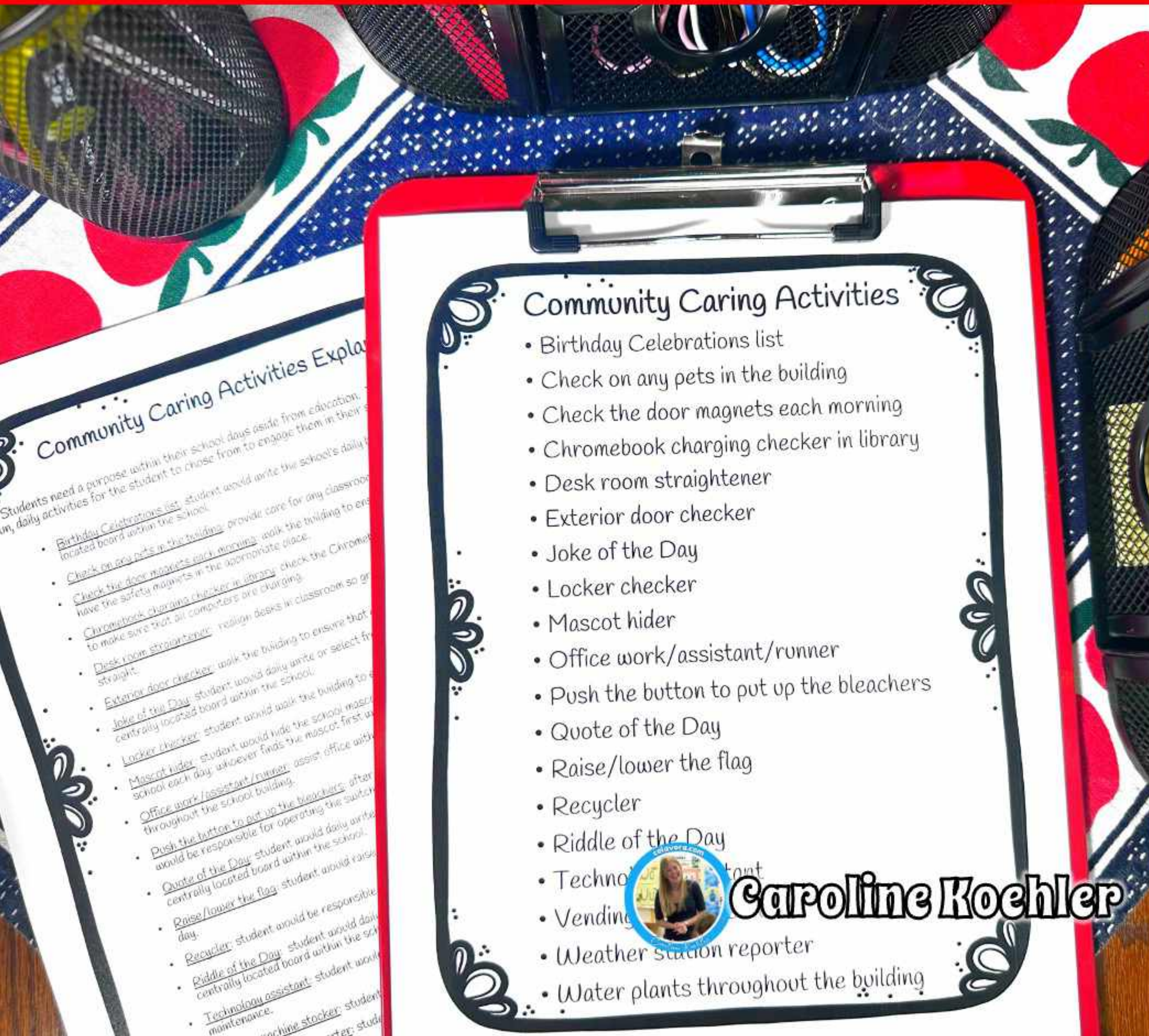
Student: _____ Date: _____
The purpose of a reentry plan is to clearly define appropriate support, strategies, and intervention for the student while providing families with a generalized list of possible supports to facilitate optimal success.

Crisis Plan: The student's behavior requires a crisis plan to maintain the safety of self and others. Describe below what a crisis looks like and feels like to the student.

Changes or Events that Overwhelm Student	Potential Triggers
☐ Being told no	☐ Anger/being rude
☐ Being told to be quiet	☐ Attendance/tardies
☐ Being around others	☐ Attempted evasion/escape (bathroom, nurse, etc.)
☐ Being corrected	☐ Complaining of illness/pain
☐ Being ordered or bossed around	☐ Crying
☐ Being ignored by others	☐ Fidgeting
☐ Challenging or difficult work	☐ Impulsivity
☐ Change in the schedule	☐ Irritability
☐ Homework	☐ Isolation/withdraw
☐ Loud environment	☐ Medication changes
☐ Making a mistake	☐ Perseverating
☐ Others shouting/raising voice/threatening	☐ Refusal to talk/work/comply
☐ Removing a preferred item	☐ Repeating a standard phrase
☐ Separation from preferred person/object	
☐ Test/assessment	
☐ Unfamiliarity	

 Caroline Koehler

MENTAL HEALTH INTERVENTION



PLANNING + DOCUMENTATION

Re-entry Plan for Families

Student: _____

School Contact Person: _____ School's Phone Number: _____

The purpose of this re-entry plan is to provide optional suggestions to families to select appropriate supports, strategies, and interventions for their student in order to facilitate optimal success for their student. Families may opt to use this transition back to school.

Timeline

Reason for absence(s): _____ Date of anticipated return: _____

What Your Family Can Do While the Student is Absent (Check all that apply)

Within the Home	Provide to School
☐ Clear, concise written rules	☐ Crisis plan
☐ Consistent, predictable consequences	☐ Discharge summary paperwork
☐ Establish bedtime & waketime	☐ Doctor's note for absence
☐ Establish routine and schedule	☐ First/then board
☐ Establish communication with school	☐ Preferred seating
☐ Establish communication with school	☐ Seat cushion
☐ Establish communication with school	☐ Sensory room/tub
☐ Establish communication with school	☐ Slant board
☐ Establish communication with school	☐ Study carrel
☐ Establish communication with school	☐ Therapy ball seating
☐ Establish communication with school	☐ Walk/pace area
☐ Establish communication with school	☐ Visual schedule

RE-ENTRY PLAN FOR FAMILIES

Safety Plan Instructions for Within the Student's Classroom

Student: _____

The purpose of a safety plan is to clearly define appropriate support, strategies, and interventions for the student while supplying all individuals with the knowledge necessary to facilitate optimal success for the student.

While the student is in your classroom, follow the marked procedure information confidential and adhere to the plan until a new plan is created

☐ Include this Safety Plan within your substitute lesson plan during any absence

☐ Student has a written pass from the guidance office. If the student shows you departure from your classroom and immediately notify the office of the student coming to the office for emotional support.

☐ Student has a written pass from the nurse's office. If the student shows you departure from your classroom and immediately notify the nurse's office of the student coming to the office for emotional support.

☐ Student is NOT allowed to be alone at all times. Please ensure the student is always accompanied by a staff member.

☐ Student may transition to the classroom for an absence.

☐ Student must be seen by a staff member if the student is verbally or non-verbally upset.

☐ Student must NOT be under constant supervision.

☐ Student must use the appropriate restroom.

☐ Student must visit the nurse in the absence of a medical emergency.

SAFETY PLAN FOR SCHOOL

Student Re-entry Plan to be Shared with School Faculty

Student: _____

The purpose of a re-entry plan is to clearly define appropriate support, strategies, and interventions for the student while supplying staff with the knowledge necessary to facilitate optimal success for the student.

Team Members

☐ Parent: _____ ☐ Student: _____

☐ Administrator: _____ ☐ School Counselor: _____

☐ Teacher(s): _____ ☐ Social Worker: _____

☐ School Nurse: _____ ☐ Mental Health Aide: _____

☐ School Psychologist: _____ ☐ Other: _____

Summarize Student's Strengths

Summarize Important Prior Events Leading Up To

Summarize of Behavior Concern(s)

RE-ENTRY PLAN FOR SCHOOLS PRIMARY STUDENTS

Student Re-entry Plan to be Shared with School Faculty

Student: _____

The purpose of a re-entry plan is to clearly define appropriate support, strategies, and interventions for the student while supplying staff with the knowledge necessary to facilitate optimal success for the student.

Proportional Behaviors Triggers

Changes or Events that Overwhelm Student	Early Warning Signs
☐ Being told no	☐ Anger/being rude
☐ Being told to be quiet	☐ Attendance/tardies
☐ Being around others	☐ Attempted evasion/escape
☐ Being corrected	☐ Complaining of illness
☐ Being ordered or bossed around	☐ Disruption behavior (e.g., talking out of turn)
☐ Being ignored by others	☐ Fidgeting
☐ Challenging or difficult work	☐ Impulsivity
☐ Change in the schedule	☐ Irritability
☐ Gossip	☐ Isolation/withdrawal
☐ Homework	☐ Refusal to talk/work
☐ Loud environment	☐ Repeating a standard
☐ Making a mistake	☐ Repeating a standard

RE-ENTRY PLAN FOR SCHOOLS PRIMARY STUDENTS

Student Re-entry Plan to be Shared with School Faculty (page 3)

Student: _____

The purpose of a re-entry plan is to clearly define appropriate support, strategies, and interventions for the student while supplying staff with the knowledge necessary to facilitate optimal success for the student.

Proactive Action & Implementation of Replacement Behavior Strategies (Check all that apply)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Administrator
☐ Behavior contract	☐ Calm down area	☐ Circle of friends group
☐ Calendar	☐ Fidget	☐ Counselor
☐ Clearly defined, written rules	☐ Headphones	☐ Home/school advisor
☐ First/then board	☐ Preferred seating	☐ Instructional assistant
☐ Mini schedule/checklist	☐ Seat cushion	☐ Nurse
☐ Monitoring controls	☐ Sensory room/tub	☐ One-to-one assistant
☐ Reward/token system	☐ Slant board	☐ Outsource provider
☐ Social stories	☐ Study carrel	☐ Peer buddy
☐ Video modeling	☐ Therapy ball seating	☐ Scribe/note taker
☐ Visual schedule	☐ Walk/pace area	☐ Social worker
		☐ Teacher

RE-ENTRY PLAN FOR SCHOOLS PRIMARY STUDENTS

Student Re-entry Plan to be Shared with School Faculty

Student: _____

The purpose of a re-entry plan is to clearly define appropriate support, strategies, and interventions for the student while supplying staff with the knowledge necessary to facilitate optimal success for the student.

Team Members

☐ Parent: _____ ☐ Student: _____

☐ Administrator: _____ ☐ School Counselor: _____

☐ Teacher(s): _____ ☐ Social Worker: _____

☐ School Nurse: _____ ☐ Mental Health Aide: _____

☐ School Psychologist: _____ ☐ Other: _____

Summarize Student's Strengths

Summarize Important Prior Events Leading Up To

Summarize of Behavior Concern(s)

RE-ENTRY PLAN FOR SCHOOLS SECONDARY LEVEL

Student Re-entry Plan to be Shared with School Faculty

Student: _____

The purpose of a re-entry plan is to clearly define appropriate support, strategies, and interventions for the student while supplying staff with the knowledge necessary to facilitate optimal success for the student.

Proportional Behaviors Triggers

Changes or Events that Overwhelm Student	Early Warning Signs
☐ Being told no	☐ Anger/being rude
☐ Being told to be quiet	☐ Attendance/tardies
☐ Being around others	☐ Attempted evasion/escape
☐ Being corrected	☐ Complaining of illness
☐ Being ordered or bossed around	☐ Disruption behavior (e.g., talking out of turn)
☐ Being ignored by others	☐ Fidgeting
☐ Challenging or difficult work	☐ Impulsivity
☐ Change in the schedule	☐ Irritability
☐ Gossip	☐ Isolation/withdrawal
☐ Homework	☐ Refusal to talk/work
☐ Loud environment	☐ Repeating a standard
☐ Making a mistake	☐ Repeating a standard

RE-ENTRY PLAN FOR SCHOOLS SECONDARY LEVEL

Student Re-entry Plan to be Shared with School Faculty

Student: _____

The purpose of a re-entry plan is to clearly define appropriate support, strategies, and interventions for the student while supplying staff with the knowledge necessary to facilitate optimal success for the student.

Proactive Action & Implementation of Replacement Behavior Strategies (Check all that apply)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Administrator
☐ Behavior contract	☐ Calm down area	☐ Circle of friends group
☐ Calendar	☐ Fidget	☐ Counselor
☐ Clearly defined, written rules	☐ Headphones	☐ Home/school advisor
☐ Cue cards	☐ Locker change	☐ Instructional assistant
☐ First/then board	☐ Preferred seating	☐ Nurse
☐ Mini schedule/checklist	☐ Seat cushion	☐ One-to-one assistant
☐ Monitoring controls	☐ Schedule change	☐ Outsource provider
☐ Reward/token system	☐ Slant board	☐ Peer buddy
☐ Social stories	☐ Study carrel	☐ Scribe/note taker
☐ Video modeling	☐ Therapy ball seating	☐ Social worker
☐ Visual schedule	☐ Walk/pace area	☐ Teacher

RE-ENTRY PLAN FOR SCHOOLS SECONDARY LEVEL

Student Crisis Plan

Student: _____

The purpose of a re-entry plan is to clearly define appropriate support, strategies, and interventions for the student while supplying staff with the knowledge necessary to facilitate optimal success for the student.

Crisis Plan: The student's behavior requires a crisis plan to maintain the safety of self and others. Describe below what a crisis looks like and feels like to the student.

Potential Triggers

Changes or Events that Overwhelm Student	Early Warning Signs
☐ Being told no	☐ Anger/being rude
☐ Being told to be quiet	☐ Attendance/tardies
☐ Being around others	☐ Attempted evasion/escape
☐ Being corrected	☐ Complaining of illness
☐ Being ordered or bossed around	☐ Disruption behavior (e.g., talking out of turn)
☐ Being ignored by others	☐ Fidgeting
☐ Challenging or difficult work	☐ Impulsivity
☐ Change in the schedule	☐ Irritability
☐ Homework	☐ Isolation/withdrawal
☐ Loud environment	☐ Medication changes
☐ Making a mistake	☐ Perseverating
☐ Others shouting/raising voice/threatening	☐ Refusal to talk/work
☐ Removing a preferred item	☐ Repeating a standard
☐ Separation from preferred person/object	☐ Shaking/rocking
☐ Test/assessment	☐ Sleeping
☐ Unfamiliar adults	☐ Talking to self or others
☐ Unstructured work	☐ Unstructured work
☐ Unwanted socialization or group work	☐ Unwanted socialization or group work

EMERGENCY CRISIS PLANS

Student Crisis Plan (page 2)

Student: _____

The purpose of a re-entry plan is to clearly define appropriate support, strategies, and interventions for the student while supplying staff with the knowledge necessary to facilitate optimal success for the student.

Assistance

Immediate Action	Student Support	Services
☐ Call for support	☐ Code words	☐ Communication with preferred person
☐ Isolation/give space	☐ Food/eating/drink	☐ First aid
☐ Offer options	☐ Movement/exercise	☐ Medical transport
☐ Relocate other students	☐ Provide preferred item	☐ Mobile crisis team intervention
☐ Removal of objects	☐ No talking	☐ Safe hold/restraint

Prescribed Medication

Medication Name	Dosage Amount	Dosage Times
_____	_____	_____
_____	_____	_____
_____	_____	_____

EMERGENCY CRISIS PLANS



Caroline Koehler

[illegible][illegible][illegible][illegible][illegible]

SAFETY CRISIS EMERGENCY PLAN

**DETAILED,
FAST, &
EFFECTIVE**



Draw Design Layout References Mailings Review View Developer Tell me Comments

Heading 1 Normal Heading 2 Title Subtitle Emphasis Styles Pane Dictate

Student Crisis Plan

Student: _____ Date: _____

The purpose of a reentry plan is to clearly define appropriate support, strategies, and intervention for the student while providing families with a generalized list of possible supports to facilitate optimal successful.

Crisis Plan: The student's behavior requires a crisis plan to maintain the safety of self and others. Describe below what a crisis looks like and feels like to the student.

Potential Triggers	
Changes or Events that Overwhelm Student	Early Warning Signs
☐ Being told no	☐ Anger/being rude
☐ Being told to be quiet	☐ Attendance/tardies
☐ Being around others	☐ Attempted evasion/escape (bathroom, nurse, etc.)
☐ Being corrected	☐ Complaining of illness/pain
☐ Being ordered or bossed around	☐ Crying
☐ Being ignored by others	☐ Fidgeting
☐ Challenging or difficult work	☐ Impulsivity

words English (United States) Focus

**CREATE DETAILED
PLANS QUICKLY
WITH BEST PRACTICE
ALIGNED TEMPLATES**



Caroline Koehler

CHECK OUT THESE REVIEWS!

★ resource feedback ★

Wow! I wish I had found this resource earlier. It was such a help in creating a plan for a student in a very short amount of time. I find that sometimes I am so emotionally overwhelmed by the circumstances that my brain freezes on solutions. So having pre-chosen options was wonderful, affirming, and time-saving. Thank you so much for what you have put into this resource. It truly allowed us to support a student much better.

-Merry Melon's Market



Student Safety Plans include

- 2 Re-entry plan (primary)
- 👉 Re-entry plan (secondary)
- 📖 Student Crisis Plan
- 🎯 Student Safety Contract
- 🏆 Safety Plan for Classroom
- 📋 Behavior Charts
- 🌈 SEL Activities Resources

Caroline Koehler

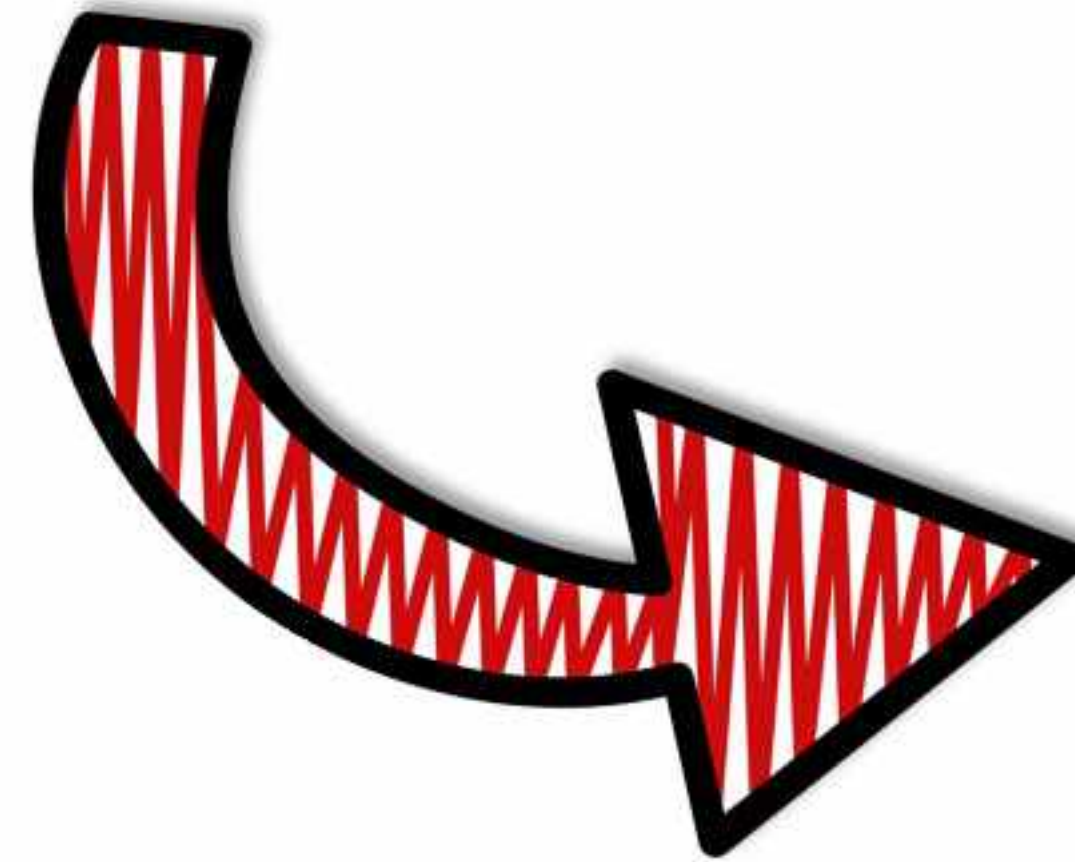
★ resource feedback ★

Most times when answers are open ended my students aren't sure what to put down but I love that these forms have options for students to choose from. They are extremely helpful and I have been able to use them for my middle schoolers.

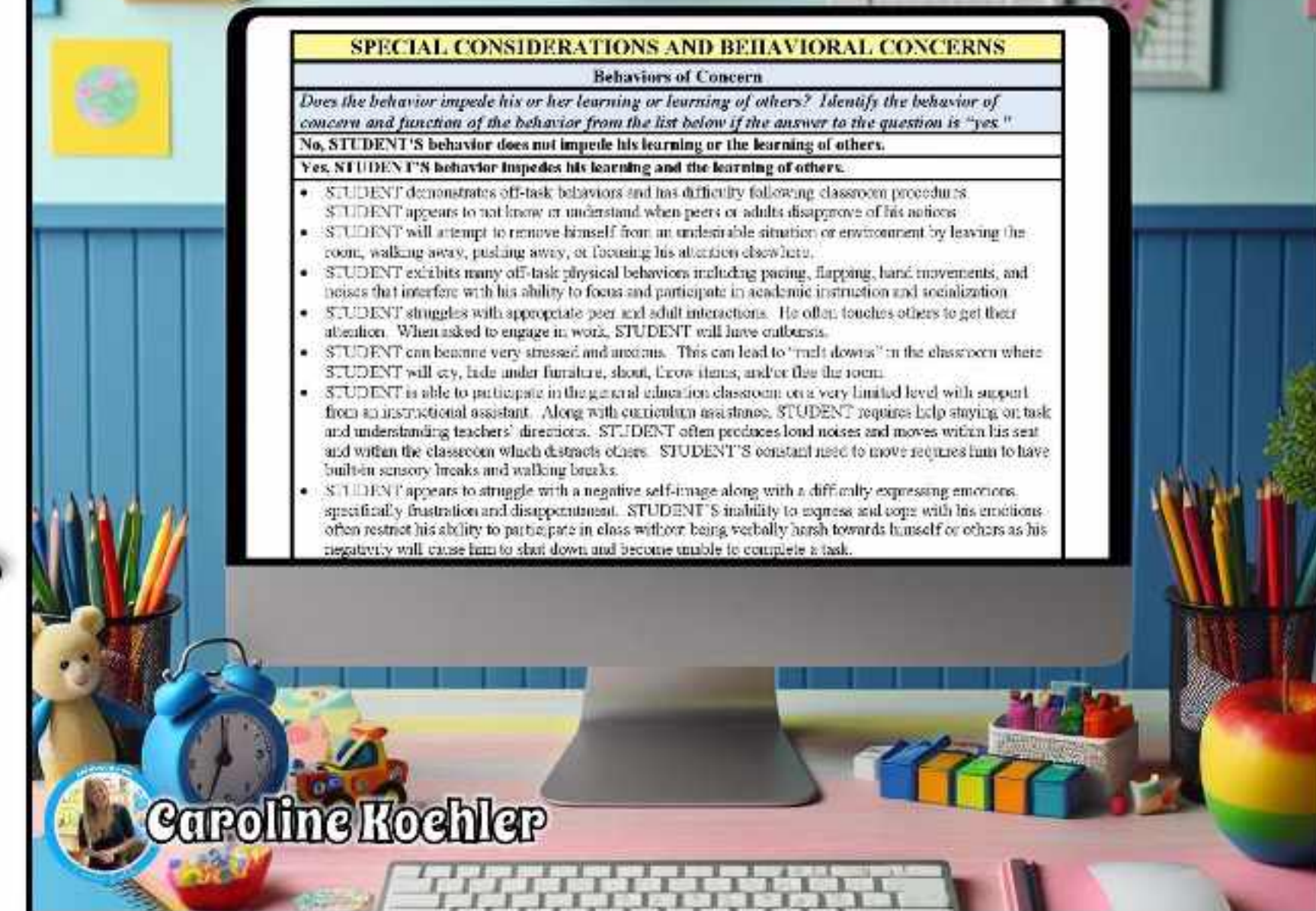
-Ashley T.

CHECK OUT THE BUNDLE!

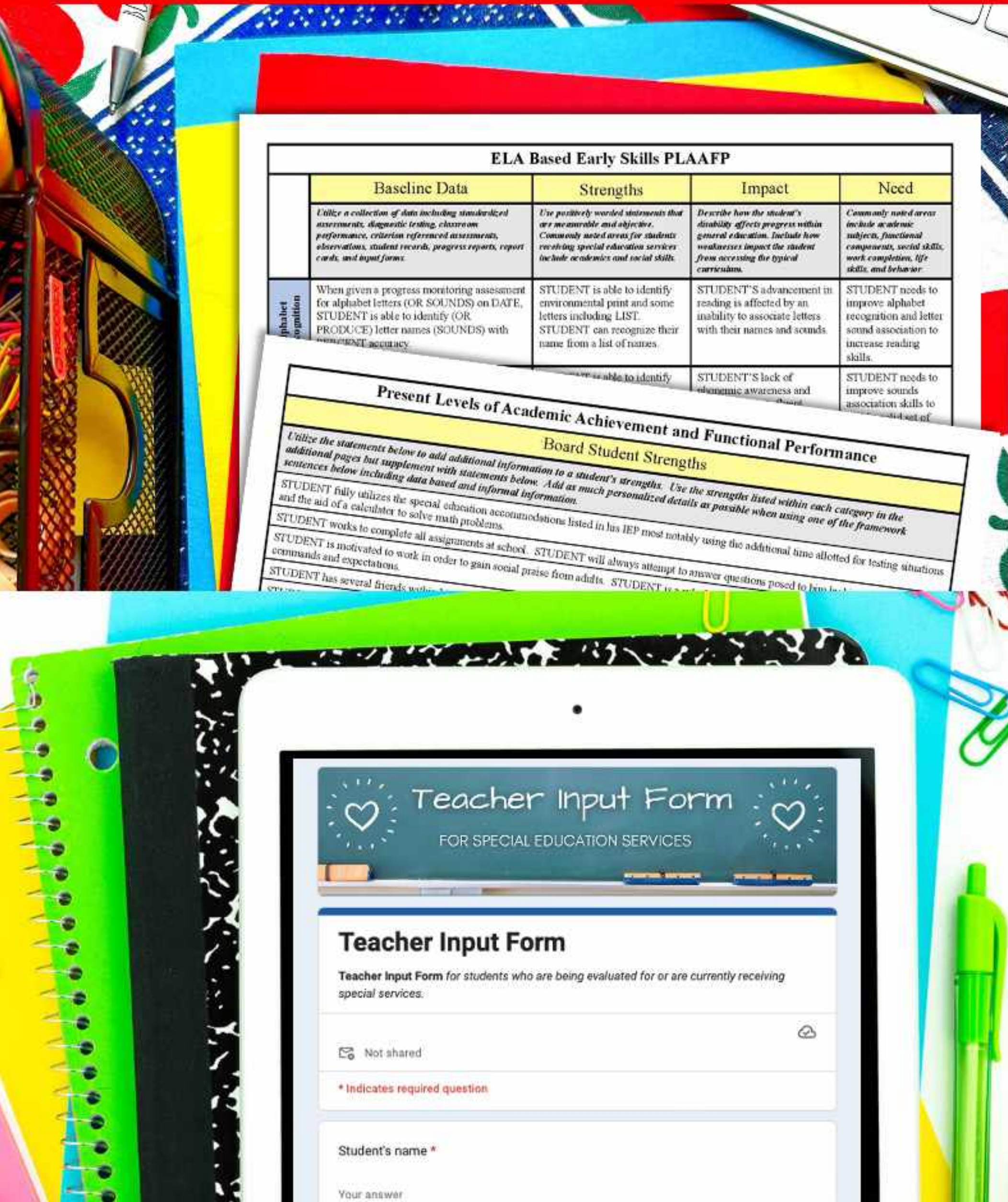
Click here to get
this plus 25+
more resources!



SPECIAL EDUCATOR TEACHER TOOLS



- ✓ SPED documentation forms
- ✓ Best practice templates
- ✓ Fast, detailed, organized



ELA Based Early Skills PLAAF			
	Baseline Data	Strengths	Impact
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion-referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
Alphabet Recognition	When given a progress monitoring assessment for alphabet letters (OR SOUNDS) on DATE, STUDENT is able to identify (OR PRODUCE) letter names (SOUNDS) with _____ accuracy.	STUDENT is able to identify environmental print and some letters including LIST. STUDENT can recognize their name from a list of names.	STUDENT'S advancement in reading is affected by an inability to associate letters with their names and sounds.
		STUDENT'S lack of phonemic awareness and	STUDENT needs to improve sounds association skills to

Present Levels of Academic Achievement and Functional Performance

Board Student Strengths

Utilize the statements below to add additional information to a student's strengths. Use the strengths listed within each category in the additional pages but supplement with statements below. Add as much personalized details as possible when using one of the framework sentences below including data based and informal information.

STUDENT fully utilizes the special education accommodations listed in his IEP most notably using the additional time allotted for testing situations and the aid of a calculator to solve math problems.

STUDENT works to complete all assignments at school. STUDENT will always attempt to answer questions posed to him by teachers and expectations.

STUDENT is motivated to work in order to gain social praise from adults. STUDENT is able to follow directions and complete tasks.

STUDENT has several friends who play with him during recess.

Teacher Input Form

FOR SPECIAL EDUCATION SERVICES

Teacher Input Form for students who are being evaluated for or are currently receiving special services.

Not shared

* Indicates required question

Student's name *

Your answer