

Anxiety Management Plan

Student's Name:

Year Level:

Age:

Start Date:

First Review Date:

Second Review Date:

Avoiding Anxiety

Student's triggers: <ul style="list-style-type: none"> • • • • 	Warning Signs: <ul style="list-style-type: none"> • • • • 	Agreed Actions: <ul style="list-style-type: none"> • • • •
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The three R's

Rumbling Stage	Rage Stage	Recovery Stage
Look for warning signs: <ol style="list-style-type: none"> 1. Overt physiological changes: sweating, face change, hands over face, , hands over ears, rubbing eyes in an agitated manner 2. Changes in behaviour: Pacing, talking loudly, threatening classmates verbally or physically, withdrawing from others 	Challenging Behaviours: <ol style="list-style-type: none"> 1. Physical: Hitting, screaming, throwing, kicking and destroying property, violence 2. Withdrawal 3. Out of control 	Student will be: <ol style="list-style-type: none"> 1. Emotionally fragile 2. Unable to resume work immediately 3. Embarrassed 4. Reluctant to return to the class or environment where the overload was triggered
Action: Respond with: <ol style="list-style-type: none"> 1. Distraction 2. Calming techniques 3. Antiseptic Bouncing – linked to another teacher with prior warning 4. Send student to a Home base (cool zone) with predetermined calming activity (decide with student when designing the CAP) 	Action: <ol style="list-style-type: none"> 1. Keep everyone safe 2. Remove students from the room if necessary 3. Send student to a previously agreed place 4. Send a student to get a person who has previously agreed to be the support person for a meltdown for this student 5. Do not try to engage the student with logic 	Action: <ol style="list-style-type: none"> 1. When calm, do a 'social autopsy' – where did we go wrong, where were the mistakes, 2. Do not focus on the student's behaviour since s/he will already regret it. Focus instead on what all parties could do to avoid it happening again.
Return to class: <ol style="list-style-type: none"> 1. Teacher continues as if nothing has happened 2. Student returns to comfort zone 	Return to class: How and when is negotiated between the student, support person at the school and class teacher. Consult the student about his or her re-entry needs.	

Student and Teacher Reflection (attach sticky notes made in class and interview responses)