## Anxiety Management Plan

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Year Level:</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start Date:</th>
<th>First Review Date:</th>
<th>Second Review Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Avoiding Anxiety

<table>
<thead>
<tr>
<th>Student’s triggers:</th>
<th>Warning Signs:</th>
<th>Agreed Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The three R’s

#### Rumbling Stage

- Look for warning signs:
  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

#### Rage Stage

- Challenging Behaviours:
  1. Physical: Hitting, screaming, throwing, kicking and destroying property, violence
  2. Withdrawal
  3. Out of control

#### Recovery Stage

- Student will be:
  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:
  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)

#### Return to class:

- Teacher continues as if nothing has happened
- Student returns to comfort zone

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

---

_Autism Friendly Practice: Anxiety Management Plan_