


1. Individual's Information

| Date (yyyy-mm-dd) | School name | Student name |
|---|---------------|-----------------------------|
| YYYY-MM-DD | School Name | Student First and Last Name |
| Grade | PEN | Designation |
| Student's Grade | Student's PEN | |
| Snapshot (overview, ie: likes/ dislikes, ways to support them, language level, etc) | | |
| <ul style="list-style-type: none"> Loves coming to school Minimal verbal language – some functional words and phrases (e.g. I want ____, No) Responds well to a visual schedule and use of contingency maps Works well with preferred people (Mr. Andrews is his favourite teacher) Loves to play on the computer (YouTube, languages, songs/nursery rhymes and Taylor Swift) Loves to draw and colour with markers Is on a food program - only eats when a visual light is present that is controlled by staff Independent with toileting but may need encouragement and prompts to go | | |

In the following areas below all "Details" pertain to the safety of the worker and the success of the student during situations that could cause harm to the worker.

The information given must be concise.

2. Hazard identification, assessment and safe work instructions

| Hazard categories | Specific hazards | Safe work instruction details and actions |
|---|---|--|
| Physical Hazards exists? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Could happen during: <input checked="" type="checkbox"/> Baseline <input checked="" type="checkbox"/> Dysregulation |
|  | <input checked="" type="checkbox"/> Awkward Posture <input type="checkbox"/> Mobility Transferring <input type="checkbox"/> Lifting <input type="checkbox"/> Pushing or pulling equipment <input checked="" type="checkbox"/> Floor work <input type="checkbox"/> Stooping/bending <input checked="" type="checkbox"/> Walking/pacing <input type="checkbox"/> Regulation support <input type="checkbox"/> Rescue medication <input type="checkbox"/> Climbing/ helping down <input checked="" type="checkbox"/> Other: | <p>Baseline</p> <p>[Student] will sit in multiple positions (floor, desk, rocker). Stay at similar level with the student.</p> <p>[Student] will get up without communicating to look for things in the environment. Follow and monitor and redirect as necessary (refer to Universal Protocol plan)</p> <p>Dysregulation</p> <p>[Student] may advance towards other students. It might be necessary to redirect, distract or remove others.</p> <p>If necessary, radio for support with location If necessary, radio to Admin for support and location</p> <p>Other: Student requires constant guiding when walking, alternate arm use, do not resist student movements with arms.</p> |

Select "Yes" if you expect that employees will have to physically interact to support the individual. Select the stage when this hazard is expected - baseline, or dysregulation. Select "No" if there is no physical interaction expected.








Select all the applicable hazards

Describe in bullet points each key hazard and the control measures to take.

Example: Awkward posture checked - When working with student at the desk take frequent breaks, switch sides periodically.

If "Other" was checked = be clear in the details about what

Delete pictograms if the hazard does not exist.

| | | |
|---|--|---|
| <p>Noise Hazards exists?</p>  | <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Shouting <input checked="" type="checkbox"/> Screaming <input type="checkbox"/> Crying/Moaning <input checked="" type="checkbox"/> Verbal Threats <input type="checkbox"/> Other:</p> | <p>Could happen during: <input type="checkbox"/> Baseline <input checked="" type="checkbox"/> Dysregulation</p> <p>Baseline</p> <p>Dysregulation</p> <p>[Student] screams and verbally threatens employees using threatening language (e.g. I am going to f'ing kill you).</p> <p>Be silent (or empathize as appropriate) Stand back Look away Radio for assistance</p> |
| <p>Biological hazards exist?</p>  | <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Blood, saliva, mucus <input type="checkbox"/> Sharps or sharp objects <input checked="" type="checkbox"/> Urination/Defecation <input type="checkbox"/> Spitting <input checked="" type="checkbox"/> Other</p> | <p>Could happen during: <input type="checkbox"/> Baseline <input checked="" type="checkbox"/> Dysregulation</p> <p>Baseline</p> <p>Dysregulation</p> <p>[Student] will spit with accuracy. [Student] will aim at you and target you when spitting. The range is approximately 5-10 ft. Keep your distance during externalizing behaviours</p> |
| <p>Externalizing behaviour hazards exist?</p>    | <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Head</p> <p><input checked="" type="checkbox"/> Biting, Head butting</p> <p>Hand/Arms</p> <p><input type="checkbox"/> Banging <input type="checkbox"/> Clearing <input checked="" type="checkbox"/> Grabbing <input checked="" type="checkbox"/> Pinching <input checked="" type="checkbox"/> Pulling <input checked="" type="checkbox"/> Punching <input checked="" type="checkbox"/> Pushing/Shoving <input checked="" type="checkbox"/> Scratching <input checked="" type="checkbox"/> Slapping <input checked="" type="checkbox"/> Throwing</p> <p>Legs/Feet</p> <p><input checked="" type="checkbox"/> Kicking/Stomping</p> | <p>Could happen during: <input checked="" type="checkbox"/> Baseline <input checked="" type="checkbox"/> Dysregulation</p> <p>Baseline</p> <p>Twisting and rocking can be seen at any time. Position yourself with adequate space to allow for this type of movement.</p> <p>Dysregulation</p> <p>If one or more of the checked boxes is observed, follow the Crisis Response Plan below.</p> |
|   | <p>Full Body</p> <p><input checked="" type="checkbox"/> Bolting, Running <input checked="" type="checkbox"/> Leaving area <input checked="" type="checkbox"/> Dropping, Flailing <input checked="" type="checkbox"/> Twisting/Rocking/Swaying <input type="checkbox"/> Pursuing staff <input checked="" type="checkbox"/> Pursuing/hurting students <input type="checkbox"/> Other:</p> | <p>Expect to see unsecured items like books, instruments, cleared or thrown during dysregulation. If possible, staff will move unsecured objects, i.e., musical instruments</p> <p>When support staff arrive redirect [Student]. Disengage if you are the focus of the attention. The more space given there is less chance of physical interaction. No more than two people directly in [Student] sight line.</p> |

Select "Yes" if you expect that there will be noise hazards while working with the individual.

Select the stage when this hazard is expected - baseline, or dysregulation.

Check off the applicable items

Delete the Externalizing Icon if "Verbal Abuse / threats" has not been checked.

Any noise hazard created by the student may have an impact that does not exceed the noise threshold however it could be causing strain.

Select "Yes" if you expect that employees will have to have exposure to biological hazards.

Select the stage(s) when this hazard is expected - baseline, or dysregulation.

Describe the hazard specifically and how the employee will protect themselves from the hazard. The individual is not the hazard, the action is the hazard.

Example: Individual spits as part of baseline behaviour - employee are to wear specified personal protective equipment. Alternatively, Student requires rescue medication as trained by the school nurse. Bite hazard exist.

Select "Yes" if you expect that employees will have to have exposure to externalizing hazards. Select the stage(s) when this hazard is expected - baseline or dysregulation.

Describe the hazard specifically and how the employee will protect themselves from the hazard. The individual is not the hazard - the action is the hazard.

For Example: Maintain a physical barrier between you and the individual during instruction.

Delete or add any externalizing icons from the image bank on Page 1 as necessary.

3. Environment Set Up and Tools Required for Safe Work

| Category | Item Required | Safe work instructions and specific details regarding items |
|--|---|---|
| Room/Area | <input type="checkbox"/> Antiseptic Wash <input type="checkbox"/> Eye Wash Station <input checked="" type="checkbox"/> Hand Sanitizer <input type="checkbox"/> Sink, Waste Bin and Wipes <input checked="" type="checkbox"/> Clear means of Exit <input type="checkbox"/> Telephone <input type="checkbox"/> Silent emergency communication system (e.g. red card) <input type="checkbox"/> Walky-talky <input type="checkbox"/> Other: | <p>Staff must be able to leave the room if necessary and protect themselves against externalizing hazards.</p> <p>Hand sanitizer is available in classroom or on person</p> |
| Personal Protective Equipment | <input type="checkbox"/> Arm Protectors <input checked="" type="checkbox"/> Face Mask/Shield <input checked="" type="checkbox"/> Glasses <input checked="" type="checkbox"/> Gloves <input type="checkbox"/> Hat, head covering <input type="checkbox"/> Hearing protection <input type="checkbox"/> Pants <input type="checkbox"/> Smock/Disposable gown <input checked="" type="checkbox"/> Footwear requirements <input type="checkbox"/> Vest <input type="checkbox"/> Other: | <p>Appropriate sturdy footwear is required when to be worn when working as a team member with [Student] or if called upon to assist as an admin.</p> <p>Nitrile - latex free gloves - used during dysregulation. Keep these with you at all times.</p> <p>If needed safety glasses/face shield to cover your eyes if a significant amount of spitting is happening.</p> |
| Safe Preparation and Safe Work Practice | <input checked="" type="checkbox"/> Appear Calm <input checked="" type="checkbox"/> Graduated Introduction <input type="checkbox"/> Hair Tied Back/Hat <input type="checkbox"/> No Jewelry <input type="checkbox"/> Scent-Free <input type="checkbox"/> Specific Staffing for Off-Site <input type="checkbox"/> Other: | <p>Graduated Introduction: New employees working directly with [Student] should be gradually introduced. The amount of time to be introduced can vary on the relationship with [Student], however the employee must be familiar with the crisis response plan.</p> <p>Team required: When off school grounds a minimum of two employees are required to work directly with [Student].</p> <p>Other: Team employees should meet before the beginning of the day to collaborate on the plan for the day, review any changes from the previous day and determine what the next steps are. For off school grounds travel, use the field trip planning risk assessment to determine how the work will be carried out safely.</p> <p>Scarfs, lanyards, necklaces and other items that could be pulled are not to be worn.</p> |

Check off any items that are required in order to work safely with this individual.

Add additional comments on where these items are kept or how they are to be used as necessary.

For example: Sink checkbox: A sinks should be easily accessible in order to wash hands when leaving the learning space or prior to working with others.

Check off as applicable. If not applicable indicate this in the text box.

Add instructions on where to find more information for requirements or add the information. i.e. care plan

Check off all required PPE, also indicate if a specific PPE is optional in the text box. If there are specific types of PPE indicate the brand and model that are required. If there are instructions on how to use the PPE, when to use it, be clear in

Check off all applicable steps that need to be in place in order to initiate safe work practice.

Explain the details of each items that is checked off, so that it is clear to the employee.

For Example: Graduated Introduction checked - all employees working with the individual will be required to work as an observer until the primary has assessed that the student is not experiencing unexpected dysregulation. This is not a defined time period and should be done on a case by case ba-

4. Crisis Response Plan

| Phase Type | What do you see, where, what do you do? | |
|-------------------|---|--|
| | What do you see? | What do you do? |
| Trigger | Starts to cry, whinning Low intensity self-injurious behaviours (eg. tapping head with fingers) Difficulty staying in once place Takes off shoes and socks | Appear calm Have visual schedule Use a calm voice and give simple instructions Be empathetic – acknowledge emotions and intentions. Try to fix the wrong Remove demand Give time to calm and redirect to preferred activity (e.g., snack, iPad, reinforcers, outside play) Okay for [student] to not have on his socks and shoes |
| Escalation | flops/drops to the ground Self-injurious behaviours increase (e.g., increased force hitting head) Crying increases (volume) Jumps on knees on the ground Attempts to climb furniture | Appear Calm Reduce language Use clear one-step directions Be aware of and adjust amount of eye contact Keep a safe distance Remove any items that may not be safe to [Student] or others Assist guiding [student] down from furniture Get a second person to support if primary staff request support Offer reinforcers |
| Crisis | Hit others with open hands Headbutts staff and peers Rolling on the floor crying Intense levels of self-injurious behaviour (banging head on floor, hitting head with open hand) Screaming and crying | Appear calm Keep a safe distance If head banging increases in intensity/frequency, provide a soft item to cushion impact Limit language Provide access to all reinforcers Remove others from the area Minimal language is used |
| Recovery | May be crying, whinning Low intensity self-injurious behaviours (eg. tapping head with fingers) May want to leave to a different environment | Remove all demands – follow [student's] lead if safe to do so Provide access to all reinforcers Consider movement to support increased regulation Be empathetic |
| Depression | Starts to cry, whinning Low intensity self-injurious behaviours (eg. tapping head with fingers) Difficulty staying in once place Takes off shoes and socks May fall asleep | Offer a sensory break, walk, or preferred activity outside Allow to sleep Give verbal praise Provide water, juice or snack Use a soft/calm voice Provide time before re-entering into their schedule Be empathetic. No expectation for an apology or to clean up |

Add text for each area that requires some information on how to manage the response. Group all areas with a similar response together. However ensure that if there are unique elements in an area the response has been considered.

E.g., Leave the area, radio for help, do not confront or block, if needed go to a safe room and close the door. Clear the hall, clear the room,

- REPORT ALL ACTS OF VIOLENCE AS SOON AS REASONABLY POSSIBLE.
- Post incident debrief is required prior to leaving, or prior to starting the next day.

5. Related plans that must be reviewed prior to starting safe work (select all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Care Plan | <input checked="" type="checkbox"/> Individual Education Plan | <input checked="" type="checkbox"/> Positive Behaviour Support Plan |
| <input type="checkbox"/> Individual Evacuation Plan | <input type="checkbox"/> Student Support Plan | <input type="checkbox"/> Reintegration Plan (if necessary) |
| <input type="checkbox"/> Other: | | |

Check off all the other plans that must be read in conjunction with this ISWI.

6. Safe work instruction acknowledgement

| Print Name | Signature | Date |
|------------|-----------|------|
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Acknowledgement of having read the above information. If there are any questions please ask the Principal or Vice Principal.

| Date of Revisions | Revised By | Revisions |
|-------------------|------------|-----------|
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Note down any changes to the document that you have made.

For EHS Use Only – Template Updates Log

| Date of Updates | Updated By | Updates |
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