Perceiving Safety

Materials needed:

- "Students who don't perceive safety (over perceive danger)" handout – back side of this sheet
- *The Heart of Learning and Teaching*, p. 84-92
- Joshua vignette

Directions:

In your small group, please read the "students who don't perceive safety (over perceive danger)" handout" (on the back side of this handout). Look over pages 84 – 92 of *The Heart of Learning and Teaching*, paying particular attention to the sections on "transitions and safety plans." In addition to reading the Joshua vignette, read the "situation" below (in italics). Another group will be using this "situation" to describe how to use de-escalation strategies. Your task for your group will be to describe strategies that could be put into place prior to this situation ever erupting. Please brainstorm 7-8 strategies that would be age and developmentally appropriate that would help Joshua perceive his school and classroom environments from a perspective of safety rather than one of danger. You will share these with the group and your "presentation" will come after the de-escalation group presentation.

It is Monday morning. Joshua has arrived at school today disheveled, dirty and clearly exhausted. He is now in his least favorite class, Reading, and the teacher has asked Joshua to read aloud a passage from the book the class is reading. One of the students in the classroom says to Joshua, "Sucks to be you today." Joshua looks ready to explode and begins to go after his classmate.

When it is time to present to the large group, remind the audience about the de-escalation situation with Joshua and how it was handled – reiterating that there is a preventative role that can be played here. Share with the group the strategies that could be put in place so that Joshua is less likely to get to the point of "explosion." Be sure to address how you would consider possible "triggers" that might set Joshua off and how to avoid or circumvent these.

* * * * Remember to take care of yourself. Vicarious trauma is real. * * * *