

NCI Crisis Development Model WHOLE SCHOOL

Precipitating Factors	Anxiety Behaviour	Defensive Behaviour	Acting Out Behaviour	Tension reduction
What does it look/sound like?	What does it look/sound like?	What does it look/sound like?	What does it look/sound like?	What does it look/sound like?
Lack of food, sleep. Financial Health Family issues Conflict at home	Tapping, clicking, swinging chair, attention seeking, chatting, giggling, calling out, whining, sooky, touching others, restless, roling on carpet, foot/table tapping, clenched fists, wide eyes, fidgeting, swinging on chair, walking around room.	Body language, refusal to co-operate, shouting & challenging, "no, I didn't do that, I don't want to" Backchatting, refuse to listen, leave room, won't stay in seat, ignoring, giving cheek, attitude, out of seat, stirring others, refusal off task, swearing, book on floor, swearing, pushing, yelling, throwing things, arguing	Throwing things with intent to hurt others or self. Breaking things, upending furniture, kicking, punching, violence, vandalism, weapons, fists flying, gang mentality	Tired, crying, emotional, seek comfort, embarrassed, quiet, teary, sleepy, remove themselves/isolate themselves, be alone, join in an activity, go back to room,
Strategies to support	Supportive Strategies	Directive Strategies	Non violent Physical Intervention	Therapeutic Rapport
Breakfast club Spare lunches provided Clothing pool AEO - support	Accommodations and adjustments Rule reminder, Warning, Re-direction, ignore, joke/humour, identify goal, time limit, non verbal messages Ask supportive questions Praise someone else who is modelling appropriate behaviour Ask what problem is 1:1 contact, Refocus, Sing a song, Read favourite book Positive comments	Setting limits Know plan and follow plan re-direct, time out, call for assistance, reminder of rules/boundries, give choices, direct attention, change environment, single words, reminder of consequences, repeat boundries, time outs in class/buddy class.	Team approach Remove audience/peers <ul style="list-style-type: none"> • send for executive assistance • evacuate class if necessary • ensure everyone is safe • team approach /response team • parent contact • police support if required 	Re-establish communication Rebuild relationships Talk to them, send with a friend to get a drink, discuss matter, provide support, counsel, parent contact