



Overview

The main goal of the SpACE team and plan is to provide emotional and physical safety when a child is in distress. The SpACE plan and roles in this plan are used in response to student distress and as an additional option for de-escalation and alternatives to the use of a more restrictive procedure or a physical hold. When a restrictive procedure is used, position descriptions would change to adapt to the requirements for a safe hold while at the same time monitoring and responding to a child's physical signs of distress.

SpACE Team: A student's SpACE Team can include the administration, school psychologist, nurse, social worker, current general education teachers, Special Education teachers, previous teachers, paraprofessionals, mental health professionals, family members and other trusted adults.

Position 1- The person in this position is the lead and the main connection with the student providing emotional and physical safety. Position 1 guides the situation and determines IF/when to verbally interact with the child and determine next steps. They also set the tone for what words are used, if any, that will provide emotional and physical safety. Position 1 communicates with other adults as needed. There is only one person in Position 1 at a time.

Position 2- Back & support for Position 1. People in position 2 support by providing emotional and physical safety through their calm presence, awareness and low breathing. They may be in the same room, in a doorway, or hallway. They might rotate to position 1 when needed. The goal of all adult to adult communication is private. People in Positions 2-4 do not interact verbally with the child in distress.

Position 3- Support from a distance- most often not in the room. People in position 3 might cover common "run to" spaces, walkie messages to other adults, communicate to families and other staff members, etc. The goal of all adult to adult communication is private. People in Positions 2-4 do not interact verbally with the child in distress.

Position 4- Aware of the situation, ready to step in for support, cover a class, cover an exit for a runner, get & save a student lunch if the distress is occurring over the lunch period, alert building supervisors, reroute traffic. The goal of all adult to adult communication is private. People in Positions 2-4 do not interact verbally with the child in distress. The goal of all adult to adult communication is private. People in Positions 2-4 do not interact verbally with the child in distress.

Position 0- The people in this position are members of the team but are not usually on-site to participate in the day-to-day interactions at the school or present for the distressing situations. Examples are: family members, non-school based mental health professionals, etc.



Student: _____ Grade _____ Homeroom _____

Plan Creation/Revision Date: _____ Planned Review Date(s): _____

Student's SpACE Team Members & Student Specific Main Positions

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Who on the SpACE team will need coverage from people in Position 4:

_____	_____	_____
_____	_____	_____

Closing the Communication Loop

Documenter: _____

Additional Follow up:

Who		What	When	How
needs to be contacted?	will follow up?	do they need to know?	is the timeframe?	will communication happen?