

Individual Safe Work Instruction

SD#28

Safe Work Planning Team:

Principal/VP/Site Manager Classroom Teacher Case Manager IES/YCW/EA

REVISION: 1.02, DATE 2023-12-20

COMPLIANCE

The following tool is to be used for the communication of hazards and control measures to a worker. The form should identify the hazard related to the tasks and should include clear concise information about control measures to be taken. It can be used for any work where there is a risk of injury when working Terms of use

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Individual Safe Work Instructions



1. Student Information

Date (yyyy-mm-dd)	School Name	Student Name

2. Potential Hazards and Safe Work Instructions

Hazard Potential	Baseline - Specific Hazard	Dysregulation - Specific Hazard	Safe Instruction/Details
Physical hazard exists? Yes No	Awkward posture Transferring Lifting Pushing or Pulling equipment Floor work Stooping/bending	Awkward posture Transferring Lifting Pushing or Pulling equipment Floor work Stooping/bending Walking/pacing Regulation support Rescue medication Catching – helping down Other	
Noise hazard exists? Yes No	Shouting Screaming Crying / Moaning Verbal threats Other	Shouting Screaming Crying / Moaning Verbal threats Other	

Date (yyyy-mm-dd)	School Name	Student Name

Hazard Potential	Baseline - Specific Hazard	Dysregulation - Specific Hazard	Safe Instruction/Details
Biological hazards exist? Yes No	" Drqqf ."Ucrkxc."O wewi" Xqids (toileting)" Sharps Other	" Drqqf."Ucrkxc."O wewu" Xqids (toileting)" Sharps Other	
Externalizing hazards exist? Yes No Head Action Arm Action Leg Action	Head Region Spitting Biting Head Butting Hand / Arms* Banging Clearing Grabbing Pinching Pulling Punching Pushing/Shoving Scratching Slapping Throwing Legs / Feet Kicking / Stomping Full Body Bolting, Running Leaving area* Dropping, Flailing	Head Region Spitting Biting Head Butting Hand / Arms* Banging Clearing Grabbing Pinching Pulling Punching Pushing/Shoving Scratching Slapping Throwing Legs / Feet Kicking / Stomping Full Body Bolting, Running Leaving area* Dropping, Flailing	
Movement	Twisting/Rocking/swaying Urination/Defecation Pursuing Other	Twisting/Rocking/swaying Urination/Defecation Pursuing Other	

Date (yyyy-mm-dd)	School Name	Student Name

3. Environment Set Up and Tools Required for Safe Work

Category	Item Required	Safe Instruction and specific details regarding items
Room/area	Antiseptic wash Eye wash station Hand Sanitizer Room mounted alarm button Telephone Means of egress Sink, waste bin and Wipes Receiving pads Other (""""""""""""""""""""""""""""""""""""	
Transferring	Padding/Mats Á ""Lifts/hoist/sling Other (""""")	
Personal Protective Equipment	Arm protectors Face mask/shield Glasses Gloves Hat, head covering Hearing protection Pants Smock Footwear requirements Vest Other (""""""""""""""""""""""""""""""""""""	
Safe Preparation and Safe Work Practice	Calm State Graduated Introduction Hair tied back Limited Contact hours/day Micro breaks No Jewelry Scent Free Team Required>1 Vaccinations Other ()	
Training	Hand Hygiene Care Plan Individual Education Plan Individual Evacuation Plan Lifts and transfers Violence prevention Workplace violence awareness Other ("""""""""""""""""""""""""""""""""""	

4 D-1	lated Plans					
Take the follow						
5.	Related plans that must be a	reviewed prior to	starting safe wo	ork (select all that apply)		
Car	re Plan Individual Educ	ation Plan	Individual Eva	ocuation Plan		
Cai	Other:	ation i ian	marviduai Eva	edation Figure		
6 S	afe Work Instruction Ack	cnowledgement				
6 S	afe Work Instruction Ack	snowledgement		Signature	Date (yyyy-mm-dd)	
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6 S		knowledgement		Signature	Date (yyyy-mm-dd)	
6 S		snowledgement		Signature	Date (yyyy-mm-dd)	
6 S		cnowledgement		Signature	Date (yyyy-mm-dd)	
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6 S		cnowledgement		Signature	Date (yyyy-mm-dd)	
6 S		cnowledgement		Signature	Date (yyyy-mm-dd)	

SAMPLE Individual Safe Work Instructions SAMPLE

1. Student Information	on	
Date (yyyy-mm-dd)	School Name	Student Name
YYYY-MM-DD	School Name	Student First and Last Name
Baseline description		
[Student] will use externalizing behaviour towards adults (hit, kick, spit, throw and/or push over items) when they are frustrated, hungry or when they have suffered a perceived injustice (not getting to do what they want). Student will also on occasion run from supervised areas		
and/or staff.		PHOTO HERE

	Specific Hazard	Safe Work Instruction Details / Actions
Hazard Potential	Specific Hazard	Safe Work Instruction Details/Actions
Physical hazard exists?	● es O lo	Could happen during: □Baseline □Dysregulation
	✓ Awkward posture	[Student] may advance towards other students. It might be necessary to obstruct
	Transferring	this interaction.
	Lifting	
****	Pushing or pulling equipment	Radio for support with location
lnj	Regulation support	Radio to Admin for support - and location
Physical	Stooping/bending	
	☐ Walking/pacing	Other: Student requires constant guiding when walking, alternate arm use, do not
	Floor work	resist student movements with arms.
	Rescue medication	
	Catching - helping down	
	Other ()	
Noise hazard exists?	⊕ ′es O lo	Could happen during: Baseline Dysregulation
	Shouting	[Student] screams and verbally threatens employees using shocking language when
	☑ Screaming	dysregulated.
	Crying / Moaning	Do not engage with [student] at this time
ら 》((1)	✓ Verbal threats	
	Other ()	-Be silent
Noise		-Stand back
		-Look away
		-Radio for assistance
Biological hazards exist?	● Yes	Could happen during: Baseline Dysregulation
(-0)	☐ Blood, Saliva, Mucus	[Student] will spit with accuracy when dysregulated. [Student] will aim at you and
(Alm)	☐ Voids (toileting)	target you when spitting.
i Dásial i	Sharps	The range is approximately 5-10 ft.
(43.59)	Other ()	Keep your distance during externalizing behaviours.
Biological		
Externalizing hazards exist?	● Yes ONo	Could happen during: Baseline Dysregulation
		Baseline: Twisting and rocking can be seen at any time. Position yourself with
	✓ Biting, Head butting	adequate space to allow for this type of movement.
8.7	Spitting	, , , , , , , , , , , , , , , , , , , ,
-		Dysregulation:
Head Action	Banging	All items checked have been witnessed during dysregulation.
	Clearing	Follow the Crisis Response Plan below.
	☑ Grabbing	Expect to see unsecured items like books, instruments, cleared or thrown during
	☑ Pulling	dysregulation. If possible, staff will move unsecured objects, i.e., musical
	☑ Punching	instruments
Arm Action	✓ Pushing / Shoving	When support staff arrive redirect [Student].
	✓ Scratching	Disengage if you are the focus of the attention.
/ ▲ \	✓ Slapping	The more space given there is less chance of physical interaction.
7	✓ Throwing	No more than two people directly in [Student] sight line.
L	☑ Pinching	
Leg Action		-Keep a dynamic safe distance during the externalizing acts.
	Legs / Feet Kicking / Stomping	-Stand back and move to a safe place as needed
(2k)		-Stay quiet, do not engage in conversation
<i>`A</i> `	Full Body	-Look away and try to turn your radio down if it is up higher than a 4.
	✓ Bolting, Running*	
Full Body	✓ Leaving area*	
	✓ Flopping, Flailing	
	\ _	
	▼ Twisting/Rocking/swaying	
	Urination/Defecation	
Movement		

Instructions

Workplace Violence Prevention flagging icon - used if there are externalizing behaviours that are considered workplace violence

te this icon if there is no risk of workplace violence.



Fill in a description that summarizes the anticipated hazards of working with the individual. The individual is not the hazard, the actions are the hazard

Use concise language.

Ose contact engage.

For behaviour – use language around antecedents and setting events.

For care – use a description of the services provided by the worker and the hazards presented. For example: Student uses a wheelchair and when doing support work awkward postures are possible and supportive lifting is required.

Use "Alt+Enter" to start a new line within a cell.

To adjust the row height go to the left hand margin and drag the row down so your text will

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.

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.

Example: Awkward posture checked - When working with student at the desk take frequent breaks, switch sides periodically. Work in teams and use the hoist when toileting.

If "Other" was checked = be clear in the details about what the other item is referring to.

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 indiviual 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 as necessary



Date (yyyy-mm-dd)	School Name	Student Name
YYYY-MM-DD	School Name	Student First and Last Name

3. Environment Set Up and Tools Required for Safe Work

3. Environment Set Up an	d Tools Required for Sa	fe Work	
Category	Item Required	Safe Instruction and specific details regarding items	Check off any items that are required in order to work safely with this individual.
	Antiseptic wash Eye wash station	The immediate environment should be free of items that could be grabbed, and thrown.	Add additional comments on where these items are kept or how they are to be used as necessary.
	✓ Hand Sanitizer	Glass window should be shatter proof or protected.	For example: Sink checkbox: A sinks should be easily accessible in order to wash hands
	Room mounted alarm button	Receiving pads should be available in the main learning environment and accessible	when leaving the learning space or prior to working with others.
Room/area	Telephone	to the team employees.	
	☐ Means of egress		
	Sink, waste bin and Wipes	Staff must be able to leave the room if necessary and protect themselves against	
	Receiving pads	externalizing hazards.	
	Other ()		Check off as applicable. If not applicable indicate this in the text box.
	Padding/Mats	Not applicable.	Add instructions on where to find more information for requirements or add the
Transferring	Lifts/hoist/sling		information, i.e. care plan
	Other ()		
	Arm protectors	Appropriate sturdy footwear is required when to be worn when working as a team	
	Face mask/shield	member with [Student] or if called upon to assist as an admin.	
	✓ Glasses	Nitrile - latex free gloves - used during dysregulation. Keep these with you at all	Check off all required PPE, also indicate if a specific PPE is optional in the text box. If there
	Gloves	times.	are specific types of PPE indicate the brand and model that are required. If there are
Personal Protective	Hat, head covering	If needed safety glasses and something to cover your eyes if a significant amount of	instructions on how to use the PPE, when to use it, be clear in this area.
Equipment	Hearing protection	spitting is happening.	
1	Pants		
	Smock		
	Footwear requirements		
	Vest		
	Other ()		
	✓ Calm State	Graduated Introduction: New employees working directly with [Student] should be	
	☑ Graduated Introduction	gradually introduced. The amount of time to be introduced can vary on the	Check off all applicable steps that need to be in place in order to initiate safe work practice.
	Hair tied back Limited Contact hours/day	relationship with [Student], however the employee must be familiar with the crisis	Explain the details of each items that is checked off, so that it is clear to the employee.
	Micro breaks	response plan.	
	No Jewelry	Team required: When off school grounds a minimum of two employees are required	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
	Scent Free	to work directly with [Student].	not experiencing unexpect dysregulation. This is not a defined time period and should be
	☑ Team required >1	to work directly with [Student].	done on a case by case basis.
	Vaccinations	Other: Team employees should meet before the beginning of the day to collaborate	
Safe Preparation and Safe	✓ Other ()	on the plan for the day, review any changes from the previous day and determine	
Work Practice		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.	
		· · · · · · · · · · · · · · · · · · ·	
		Scarfs, lanyards, necklaces and other items that could be pulled are not to be worn.	
1	Hand hygiene	Employees working directly with [Student] need to be familiar with trauma informed	
I	Individual Evacuation Plan	practice, releases and use of UKERU receiving pad.	
I	Lifts and transfers	All employees working in the area need to be aware of the crisis response plan for	Check off the applicable training required Indicate if the training is required prior to being
L	Violence prevention	common areas.	appointed to the team or if it can be part of the on the job training. Be specific it a particular
Training	✓ Workplace violence awareness ✓ Care Plan		course is required.
1	Cale Fidit		
1	☐ Individual Education Plan		
1	Other ()		
	_ sale()		

Date (yyyy-mm-dd)	School Name	Student Name
YYYY-MM-DD	School Name	Student First and Last Name

1. Classroom - Determine if it is possible to have [Student] leave the learning space, if not alert the teacher to clear the class/area. Use the UKERU receiving pads as necessary to suport [Student] during dysregulation while the other students exit the area safely. Leave the area, close the door, send radio communication to alert Admin (can be done by the Classroom teacher upon exiting the space), observe from the window. If [Student] approaches the door, continue to maintain a dynamic safe distance. Admin and extra team members to keep observation of the student and maintain a dynamic safe distance. Approach [Student] only when appropriate to re-establish positive behaviour support plan.

2. Common Areas (Library, Halls, Music room, Playground) - Notify those in the immediate area to clear the area. Leave the area and close the doors. Radio to Admin. Other rooms in the area to be secured - announce "hold and secure". Team members to observe from a dynamic safe distance. If necessary team to relocate themselves behind a secure door or area. Approach [Student] only when appropriate to re-establish positive behaviour suppor

3. Learning Room - Remove yourself from the room, observe from the window, radio the admin, move to the admin office area.
4. Off School Grounds - Notify Admin, maintain a dynamic safe distance. Locate a barrier to have between you and [Student] (i.e. Park bench, fence etc.). Special Note for Student Safety: If [Student] is injured or in imminent harm the employees will assess the scene and attempt to reduce chance of significant injuries when it is appropriate.

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)

Care Plan	✓ndividual Education Plan	ndividual Evacuation Plan	✓ Positive Behaviour Support Plan	
	Other		N/A	

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

6. Safe Work Instruction Acknowledgement

Print Name	Signature and Date
	and Artificial Control of the Contro

Acknowledgement of having read the above information. If there are any questions please ask.

1 Antiseptic wash To ensure appropriate hand hygiene when working with students on a care plan. 2 Arm protectors Where there is a possibility of scratching or biting on the arm. Various types of arm protectors could be employed. Jean jackets, Kevlar sleeves are examples	Item	Term	Supporting information and examples
Where there is a possibility of seruching on the ann. Various types of arm protectors could be employed. Journ juckets, Revalus deeves are examples Awkward posture Where working with the student requires the worker to sustain an posture that is outside of the neutral posture of standing or string straight. Includes learning to the side, evisting, where the positions must be repeated or held. Banging A student uses their hand or first to hit objects. A student uses their hand or first to hit objects. Biliting, head butting A student using their month to bite the worker or their head to hit the worker. Biloting and numining are not a barrar that the worker's response to these actions could generate a hazard. Clear instructions on how to respond to bolding or running must be developed. Caching, helping down Select when the student has a tendency to climb things and needs assistance to get down safely. Caching, helping down Select when the student has a tendency to climb things and needs assistance to get down safely. Caching, helping down Select when the student has a tendency to climb things and needs assistance to get down safely. Caching, helping down Select when the student has a tendency to climb things and needs assistance to get down safely. Caching with the student has a tendency to climb things and needs assistance to get down safely. Caching remains a student forward the safe that is should be acknowledged. In some cases providing hearing protection is necessary to reduce the impact over the course of a work day or week. For the learning space or close by if there is potential for liquidis-bodily fluids to get in a workers even the safe of the student will apply the student of the students of the get and down from the floor many times during the work day to support the student. Caching from which the student will be expected to get up and down from the floor many times during the work and students will be capacited to get to part down from the floor many times during the work and stud			11 0
standing or sitting straight. Includes leaning to the side, twisting, where the positions must be repeated or held. 4 Banging A student uses their hand or fist to hit objects. 5 Biding, head hunting A student uses their hand or fist to hit objects. 6 Blood Saliva Mucus 7 Bloling and numing are not a bazard but the worker's response to these actions could generate a hazard. Clear instructions on how to respond to boiling or running must be developed. 8 Calm State As part of the self-check prior to engaging with someone confirm you are engaging in a comforting way. 8 Calching - helping down 8 Select when the student has a tendency to climb things and needs assistance to get down safely. 9 Carching - helping down 8 Select when exposure to these items is sufficient that is should be acknowledged. In some cases providing hearing protection is necessary in reduce the impact over the course of a work day or week. 10 Eye wash station 11 Crying / moaning 12 Eye wash station 13 Face mask-shield 14 Floor work 15 Select when the worker would be expected to get up and down from the floor many times during the work day to support the student. 15 Flooping, flailing 16 Voluntary or non voluntary movements. 17 Glasses 18 Gloves 19 Working with changing-inileting 19 Grabbing 20 Graduated Introduction 21 Select when the student will reach out and grab the worker firmly and there is potential injury as a result. 22 Had Samitizer 23 Hak, head covering 24 Select when there is a potential for the student to grab hair. 25 Letting 26 Flootware requirements 27 Letting 28 Select when there is a potential for the student to grab hair. 29 Lifts host/sling 19 Fort transferring to beds. or toileting 10 Hair tied back 20 Select when there is a potential for the student t			Where there is a possibility of scratching or biting on the arm. Various types of arm protectors could be
Biting, head butting A student using their mouth to bite the worker or their head to hit the worker. Biological hazard from blood exposure. Rolling , Ranning Bolling and running are not a hazard but the worker's response to these actions could generate a hazard. Clear instructions on how to respond to bolting or running must be developed. As part of the self check prior to engaging with someone confirm you are engaging in a comforting way. Catching - helping down Select when the student has a tendency to climb things and needs assistance to get down salely. Clearing Swiping articles from a surface to the floor. Crying / moaning Select when exposure to these items is sufficient that is should be acknowledged. In some cases providing heating protection is necessary to reduce the impact over the course of a work day or week. Eye wash station For the learning space or close by if there is potential for liquids/bodily fluids to get in a workers eye. Select when the worker would be expected to get up and down from the floor many times during the work day to support the worker would be expected to get up and down from the floor many times during the work day to support the worker would be expected to get up and down from the floor many times during the work day to support the worker would be expected to get up and down from the floor many times during the work day to support the worker would be expected to get up and down from the floor many times during the work day to support the worker requirements Floopping, flailing volutary movements. Footwear requirements Working with changing bioliting Glosses Working with changing bioliting Select when the student will reach out and grab the worker firmly and there is potential injury as a result. Graduated Introduction Select when there is a potential for the student to grab hair. Where there is noise that might be loud or an mentally faiguing. This could include screaming and crying or moaning. Workers should always increase distance from the noise source i	3	Awkward posture	
Blood Saliva Mucus	4	Banging	A student uses their hand or fist to hit objects.
Bolting , Running	5	Biting, head butting	A student using their mouth to bite the worker or their head to hit the worker.
instructions on how to respond to bolding or running must be developed. 8 Calm State As part of the self check prior to engaging with someone confirm you are engaging in a comforting way. 9 Catching helping down Select when the student has a tendency to climb things and needs assistance to get down safely. 10 Clearing Swiping articles from a surface to the floor. 11 Crying / moaning Select when exposure to these items is sufficient that is should be acknowledged. In some cases providing hearing protection is necessary to reduce the impact over the course of a work day or week. 12 Eye wash station For the learning space or close by if there is potential for liquids/hodily fluids to get in a workers eye. 13 Face mask/shield Select when the worker would be expected to get up and down from the floor many times during the work day to support the student. 14 Floor work Select when the worker would be expected to get up and down from the floor many times during the work day to support the student. 15 Floopping, flailing voluntary or one voluntary movements. 16 Footwear requirements sturdy footwear requirements for supporting students on the go or that stomp. 17 Glasses eye protection from saliva or objects. 18 Gloves Working with changing/toleting select when the student will leach out and grab the worker firmly and there is potential injury as a result. 20 Graduated Introduction Select when the student will leach out and grab the worker firmly and there is potential injury as a result. 21 Hair tied back Select when there is a potential for the student to grab hair. 22 Hand Sanitizer Quick hand sanitization where wash stations are not possible or close by. 23 Hat, head covering Select when there is a potential for the student to grab hair. 24 Hearing protection Where there is no isse that might be loud or an mentally fatiguing. This could include screaming and crying or moaning workers should always increased islance from the noise source if safe to do so in order to reduce the impact of screams. 25 K	6	Blood Saliva Mucus	Biological hazard from blood exposure.
9 Catching - helping down Select when the student has a tendency to climb things and needs assistance to get down safely. 10 Clearing Swiping articles from a surface to the floor. 11 Crying / mounting Select when exposure to the floor. 12 Eye wash station For the learning space or close by if there is potential for liquids/bodily fluids to get in a workers eye. 13 Face mask/shield Select for working spitting. 14 Floor work Select when the worker would be expected to get up and down from the floor many times during the work day to support the student. 15 Flopping, flailing 16 Footwear requirements 17 Glasses 9 eye protection from saliva or objects. 18 Glove Working with changing/toilting 19 Grabbing select when the student will reach out and grab the worker firmly and there is potential injury as a result. 20 Graduated Introduction Select when there is a potential for the student to grab hair. 21 Hair tied back Select when there is a potential for the student to grab hair. 22 Hand Sanitizer Quick hand sanitization where wash stations are not possible or close by. 23 Hat, head covering Select when there is a potential for the student to grab hair. 24 Hearing protection Where there is no identity of the student to grab hair. 25 Kicking / Stomping on Select when there is a potential for the student to grab hair. 26 Leaving area 27 Select when there is a potential for the student to grab hair. 28 Lifts/hoist/sling Select when there is a potential for the student to grab hair. 29 Limited covering Select when there is a potential for the student to grab hair. 30 Means of Egress Alternare was best death of the student to grab hair. 31 Flore is a risk of being kicked or stomped on. 32 Select there is a risk of being kicked or stomped on. 33 Padding / Mats 34 Alternare way to leave the space and not engage with a dysregulated individual 34 Micro breaks 35 Short relief periods where a worker can step away from the specific task that requires extreme focus. 36 Pouching 37 Punching 38 action carried out by the individual 39	7	Bolting, Running	· · · · · · · · · · · · · · · · · · ·
Swiping articles from a surface to the floor. Crying / moaning Select when exposure to these items is sufficient that is should be acknowledged. In some cases providing hearing protection is necessary to reduce the impact over the course of a work day or week. Select when exposure to these items is sufficient that is should be acknowledged. In some cases providing hearing protection is necessary to reduce the impact over the course of a work day or week. Select when the worker would be expected to get up and down from the floor many times during the work day to support the student. Select when the worker would be expected to get up and down from the floor many times during the work day to support the student. Working with changing/toileting Gloves Working with changing/toileting Select when the student will reach out and grab the worker firmly and there is potential injury as a result. Working with changing/toileting Select when the student will reach out and grab the worker firmly and there is potential injury as a result. Select when there is a potential for the student to grab hair. A Harf tied back Select when there is a potential for the student to grab hair. A Harf tied back Select when there is a potential for the student to grab hair. Select when there is a potential for the student to grab hair. Select when there is a potential for the student to grab hair. Select when there is a potential for the student to grab hair. Select when there is a potential for the student to grab hair. Select when there is a potential for the student to grab hair. Select when there is a potential for the student to grab hair. Select when there is a potential for the student to grab hair. Select when there is a potential for the student to grab hair. Select when there is a potential for the student to grab hair. I Harried back Select when there is a potential for the student to grab hair. I Harried back Select when there is a potential for the student to grab hair. Select when there is a potential for th	8	Calm State	As part of the self check prior to engaging with someone confirm you are engaging in a comforting way.
Select when exposure to these items is sufficient that is should be acknowledged. In some cases providing hearing protection is necessary to reduce the impact over the course of a work day or week.	9	Catching - helping down	Select when the student has a tendency to climb things and needs assistance to get down safely.
hearing protection is necessary to reduce the impact over the course of a work day or week. 12 Eye wash station For the learning space or close by if there is potential for liquids/bodily fluids to get in a workers eye. 13 Face mask/shield Select for working space or close by if there is potential for liquids/bodily fluids to get in a workers eye. 14 Floor work Select when the worker would be expected to get up and down from the floor many times during the work day to support the student. 15 Flooping, flailing voluntary or non voluntary movements. 16 Footwear requirements sturdy footwear requirements for supporting students on the go or that stomp. 17 Glasses eye protection from saliva or objects. 18 Gloves Working with changing/toiletting 19 Graduated Introduction Select when the student will reach out and grab the worker firmly and there is potential injury as a result. 20 Graduated Introduction Select when a worker should be slowly introduced to the student so as to not cause dysregulation. This prevents incidents. 21 Hair tied back Select when a worker should be slowly introduced to the student so as to not cause dysregulation. This prevents incidents. 21 Hair day a subject of the student of grab hair. 22 Hard Sanitizer Quick hand sanitization where wash stations are not possible or close by. 23 Hat, head covering Select when there is a potential for the student to grab hair. 24 Hearing protection Where there is a potential for the student to grab hair. 25 Kicking / Stomping on Select if there is a prisential for the student to grab hair. 26 Leaving area select for students that get up and roam. Workers should always increase distance from the noise source if safe to do so in order to reduce the impact of screams. 26 Liftis hoist/sling Por transferring to beds, or toileting 27 Lifting select for situation where the worker may be required to lift the student or some equipment related to working with the student. 28 Lifts/hoist/sling Por transferring to beds, or toileting 29 Limited contac	10	Clearing	Swiping articles from a surface to the floor.
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38 Pursuing action carried out by the individual advancing towards a worker in a catch or carry out contact violence.	36	Pulling	action carried out by the individual
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39 Pushing / Shoving action carried out by the individual	38	Pursuing	action carried out by the individual advancing towards a worker in a catch or carry out contact violence.
	39	Pushing / Shoving	action carried out by the individual

40	Pushing and pulling equipment	The worker will be required to push or pull a wheel chair, cart, bed, medical equipment.
41	Receiving pads	Pad used to support a student during dysregulation. The receiving pads are used by the worker in a trauma informed way.
42	Regulation support	This could include applying deep pressure or different supporting holds to aid the student in self regulation. Refer to the positive behaviour support plan for specific for the student.
43	Rescue medication	Includes the administration of medication needed during an event in order to support the student.
44	Room mounted alarm button	the implementation of an engineering control to allow for early notification for a response activation.
45	scent free	The individual may be impacted by scents.
46	Scratching	action carried out by the individual
47	Screaming	action carried out by the individual
48	Sharps	The work involves potential exposure to sharps that could cause puncture or laceration wounds to the worker. There may also be a biological hazard associated with sharps.

Item	Term	Supporting information and examples
49	Shouting	action carried out by the individual - loud voice but not threats
50	Sink, waste bin, and wipes	Items required if there is a need to maintain a clean environment or workers are required to maintain hand hygiene due to activities in the space.
51	Slapping	action carried out by the individual
52	Smock	Personal protective equipment
53	Spitting	action carried out by the individual
54	Stooping/bending	Potential awkward postures required when working with the individual.
55	team required >1	When the work is complex and for the protection of the worker more than one worker working with the individual will improve safety. Adding more workers does not always improve safety. Teams must have an understanding as to why the additional worker will improve safety.
56	Telephone	Engineering control for enhanced communication in a learning space or home visit worker.
57	Throwing	action carried out by the individual
58	transferring	Transferring an individual from one place to another. For example toileting an individual in a wheel chair.
59	Twisting/rocking/swaying	action carried out by the individual
60	Urination/Defecation	action carried out by the individual
61	Vaccinations	Worker protection from blood borne pathogens. Where this is potential exposure to blood, or biting.
62	Verbal Threats	action carried out by the individual
63	Vest	Personal protective equipment
64	Voids (toileting)	action carried out by the individual could include incontinence or by choice actions
65	Walking/pacing	action carried out by the individual - requiring the worker to do a lot of walking or movement.

Date	Description of change
2021-06-02 Initial document	
2021-07-15	Updated icons - higher resolution, and amended text on icons.