**Tip Sheet – Debriefing Strategies**

**Staff Debriefing**

* **Regular** (for staff who deal with behaviour incidents on a regular basis, e.g., high-risk special education classes):
  + Schedule on a regular/daily basis
  + Review of behaviour incidents, strategies used & results, behaviour logs, etc.
  + Freedom to express feelings – no judgements
  + Modify interventions discussed and planned
* **Critical Incident – Immediate Debriefing**
  + ASAP after incident
  + All allowed to talk about what happened & how they felt
  + Listening without judgment
  + No platitudes
  + No counselling (leave for pros)
  + Discuss if additional support needed
  + Depending on impact, may or **may not be time** to review objectively
* **Critical Incident - Follow-up Debriefing**
* Following documentation but no more than 3-4 days after incident
* Staff often able to recognize additional elements of the incident at this time
* Staff can move to more objective evaluation and planning of strategies
* 3rd party facilitator may be useful

**Ongoing Staff Support**

* Essential for those who work with high- risk students on a regular basis
* May be necessary for individual staff involved in critical incidents
* Impact of critical incidents varies for each staff member and can often be determined by asking questions and/or making observations about how the incident(s) is/are affecting such things as:
  + daily lifestyle patterns;
  + attitudes towards student(s);
  + relationships with colleagues.
* Nature of ongoing support should include:
  + Regular team debriefing
  + In absence of team, an individual who is available to ‘listen’
  + Awareness and use of EAP and related services