

4J PBIS UPDATE

HELPFUL HINTS
FROM YOUR
FAVORITE
BEHAVIOR
CONSULTANTS

NOVEMBER 2014



4j Behavior Team
2014-2015

Amy Tidwell
Brianna Stiller
Kim Reinhart
Melissa Barbour
Shasta Quigley

Avoiding Restraint and Seclusion

Proactive intervention is the most effective tool for avoiding escalation cycles and the need for restraint.

Fifty years of research in the behavioral sciences has taught us that behavior change comes about in the same way as academic growth. The most effective strategies for changing behavior are: Teach, Prompt, Reinforce, and avoid reinforcing non-examples of appropriate behavior. It helps if we think about our jobs as teaching children how to make good decisions, not as teaching them how to be compliant.

Why is avoiding restraint and seclusion important?

*Damaged relationships

Students who feel safe and supported at school are more likely to engage in positive behaviors and interactions. Restraining or secluding students when escalated can create fear and mistrust, as well as undo the work we have done to create safe, caring relationships.

*Injuries to students & staff

Injuries to staff can include bites, hair pulls, bruises and scratches. Injuries to students may include bruising, scrapes or

scratches. More severe injuries or death can also occur.

Decreasing the frequency, intensity and duration of restraint & seclusion can help minimize the risk of injury or death.

*Legal implications

Restrain or seclusion that occurs without imminent risk of physical harm, lasts too long, or is over-used can result in stressful and costly legal action. Be sure that any use of restraint or seclusion is documented according to district policy and state law (see resources below).

*Restraint and Seclusion:
Policy and Guidelines*

Be looking for the following resources:

- * Restraint and Seclusion Notebook - Will be delivered to each school and kept in a central location. This notebook continues district policy and documents needed for reporting incident of restraint & seclusion
- * Online Training- All staff will be asked to complete this online training on the topic of restraint & seclusion policy later this year.

District Resources

Steps for Changing Behavior

- 1 Teach
- 2 Prompt
- 3 Reinforce
- 4 Avoid reinforcing non-examples of the appropriate behavior

When attempting to change behavior over time, it is important to teach new behaviors that will help the student get his or her needs met without engaging in problem behavior. The example below is a response to a common classroom behavior.

EXAMPLE PROBLEM BEHAVIOR

Student scribbles and tears up paper, throws pencils & other materials during writing.

1. TEACH

When student is calm (and not during writing), teacher and student practice when (if I need help, if I need a break) to raise hand. During practice, teacher gives verbal praise (and points). Teacher tells student that she will prompt this before writing.

2. PROMPT

During writing, teacher makes eye contact with student. If student looks frustrated, teacher discreetly prompts hand-raise. Student raises hand.

3. REINFORCE

Teacher gives verbal praise/points and gives help or break right away.

4. AVOID REINFORCING NON-EXAMPLES

Teacher refrains from removing work or sending student out of the room as a response to problem behavior.

Without the above intervention this behavior could potentially escalate to disruptive or even dangerous behavior. Intervening early by teaching and supporting more socially appropriate skills is critical in preventing escalation.

Dos and Don'ts of Preventing Escalation

DO

- Notice early signs of agitation (busy hands, darting eyes, terse voice)
- Use a calm tone of voice, projecting confidence that the student will make a good choice
- Accept the reality that you can not MAKE the child comply
- Provide choices, stating the positive choice first, along with the positive consequence. State what will happen if the escalation continues. *"If you do your timeout the right way, you will keep earning points. If not, you will be making up time after school"*
- Have something else to do while the child is in an escalation pattern. Examples: Email, grading papers, rearranging room.
- Minimize interaction if the child is not responding to redirection appropriately.
- If the child starts to comply, acknowledge with a "Thank you" or "Good Choice".
- Have a bottom-line consequence for peak escalation.
- Follow through. Failure to follow through will result in a never-ending chain of problems.
- Have a written, scripted plan that all adults who interact with the child use. Practice the plan and share with the team.
- Implement a room-clear if the other strategies fail

DON'T

- Yell, threaten, or humiliate
- Negotiate. State the choices and follow through.
- Take it personally. Emotion fuels power struggles.
- Invade the student's space or use body position to indicate a threat.
- Stay continuously focused on the child. The child will make whichever decision he or she makes.
- Chase children when they run. Develop a spy plan (*unless their plan indicates otherwise*).