TASN

Autism and Tertiary Behavior Supports
www.ksdetasn.org

REsTRAIN Yourself:
Components for Reducing ESI

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"Maybe your crappy day had a crappy you."

-Unknown

My Story

Partner Discussion

If you could go back in time and change the way you responded to a behavior incident that ended in restraint or seclusion, what would that be?

Objectives

Participants will:

1. Become familiar with the overview of the 6 Key Components for Reducing ESI within a building

2. Navigate the TASN ATBS website to obtain all documents encompassed in the 6 Key Components for Reducing ESI

3. Begin to develop skills for obtaining leadership buy-in

Overview

6 Key Components for Reducing EI

1. Leadership Oversight
2. Use of Data to Inform Practice
3. Performance Development
4. Use ESI Prevention Supports
5. Student and Family Engagement
6. Use Debriefing Techniques

1. Leadership Oversight

- ○ Revise and communicate mission statement
- ○ Develop, monitor, and communicate Action Plan
- ○ Assist and monitor implementation after Analysis
- ○ Develop, monitor, and communicate Treatment Integrity
- ○ Develop, analyze, and communicate data on Goals
- ○ Implement, communicate, and monitor Oversight Plan
- ○ Develop, communicate, and monitor Staff Recognition Plan

2. Use of Data

- ○ Gather baseline of ESI frequency and duration by:
  - ■ Classroom
  - ■ Staff involved
  - ■ Demographics
  - ■ Injuries
- ○ Track, graph, analyze, post, and recognize the progress of the goals

3. Performance Development

- ○ Organize a Performance Development Team

- ○ Allow staff input on training topics

- ○ New hire and ongoing training monthly

4. ESI Prevention Tools

○ Behavioral Supports

○ Instructional Supports

○ Environmental Supports

5. Student & Family Engagement

- Choice-making opportunities
- Transition opportunities
- Committee representation
- Reach full potential
- Participate in debriefing
- ESI documentation to parents
- Parent satisfaction surveys

6. Debriefing Techniques

- ○ Implement after EACH crisis behavior
- ○ Purpose is to prevent future ESIs and trauma
- ○ Includes:
  - ■ Immediate post-event discussion with the student and staff
  - ■ Communication of ESI to the executive team member(s) by the on-site supervisor
  - ■ Analysis of Debriefing Form with the crisis team within 1-2 days of crisis

Example

Crisis Behavior Data
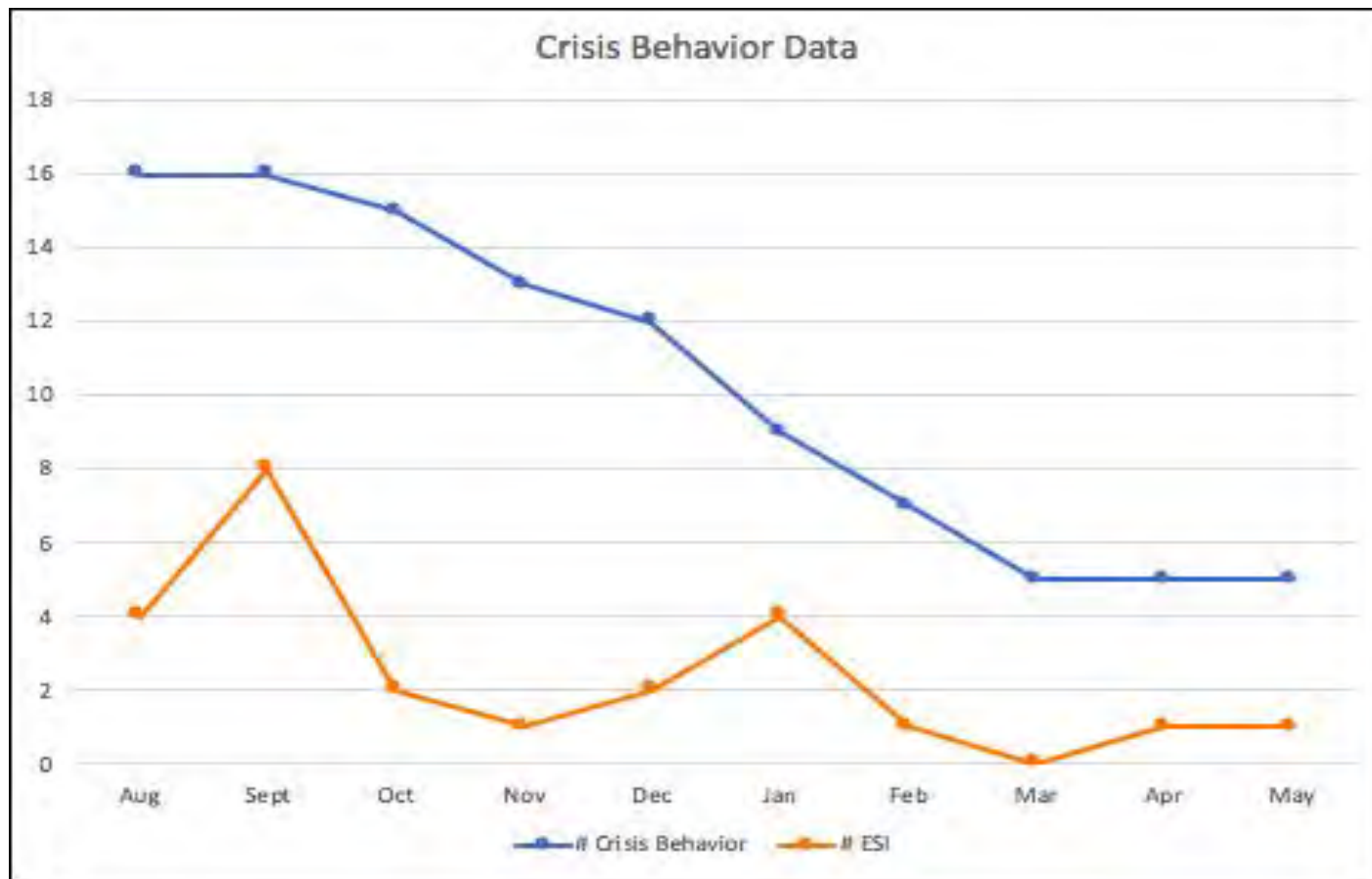
Website Navigation

- www.ksdetasn.org
- TASN Projects (top left corner)
- Autism & Tertiary Behavior Supports (1st one)
- Behavior (7 down in light blue)
- 6 Key Components for Reducing ESI (4th down in center)

Where to Start: Buy-In

"Our research has shown that 70% of all organizational change efforts fail, and one reason for this is executives simply don't get enough buy-in, from enough people, for their initiatives and ideas."

-John Kotter

How:

- ☐ Present the problem using data
- ☐ Present the benefits of the change
- ☐ Present your vision for change
- ☐ Present new strategy
- ☐ Advocate for a team approach

Elevator Speech

CREATE AN ELEVATOR SPEECH FOR YOUR SCHOOL

1. 30-60 sec., 125-150 words
2. **Describe the problem**
3. **Describe your vision**
4. **Describe the benefits**
5. **Call for action**

Reflection

When thinking about the 6 Key Components for Reducing ESI, what changes am I going to make and what further supports do I need to get started?

https://padlet.com/nicholeh1/70ta6brn42dq

Follow-Up Coaching

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References

Huckshorn, (2006). Six Core Strategies for Reducing Seclusion and Restraint Use, NASMHPD.

Hedges, (2015). How to Get Real Buy-In for Your Ideas, Forbes.

(2019). Leading and Managing Change Guidance and Tool Kit, University of BATH.

Caylor, (2015). Creating a Compelling Elevator Speech, ed Social Media.

6 Key Components for Reducing ESI

1. **Leadership Oversight**
   ○ Review and communicate mission and policy statement to include assurance of safety for all by using ESI as a last resort and a commitment to the reduction
   ○ Develop, monitor, and communicate Action Plan for reducing ESI
   ○ Assist with the Analysis of Debriefing Form and monitor implementation of the changes to future procedures
   ○ Develop, monitor, and communicate Treatment Integrity Forms
      ■ On-Site Supervisor Treatment Integrity Form
      ■ Teacher Treatment Integrity Form
      ■ Direct Care Staff Treatment Integrity Form
   ○ Develop, analyze, and communicate data on Goals to Reduce ESI
   ○ Implement, communicate, and monitor Oversight Plan
   ○ Develop, communicate, and monitor Staff Recognition Plan
2. **Use Data to Inform Practice**
   ○ Gather baseline of ESI frequency and duration by:
      ■ Classroom
      ■ Staff involved
      ■ Demographics
      ■ Injuries
   ○ Track, graph, analyze, post, and recognize the progress of the goals
3. **Performance Development**
   ○ Organize a Performance Development Team to provide new hire and ongoing training (ie: monthly)
   ○ Allow staff input on performance development training
   ○ New Hire and Ongoing Training Includes:
      ■ ESI laws and regulations
      ■ ESI Reduction Action Plan
      ■ ESI Treatment Integrity Forms (see above)
      ■ Staff Recognition Plan for ESI Reduction
      ■ Neurobiological effects of trauma and student diagnoses
      ■ Trauma-Informed Care practices
      ■ Restraint and seclusion procedures (ie: CPI)
      ■ Debriefing procedures
      ■ ESI Prevention Supports (see below)
      ■ Behavior Skills Training (BST) to guide direct care staff

- ○ Prevention plan on Analysis of Debriefing Form includes performance development training as needed
- ○ Include families in performance development training as indicated in IEP

4. **Use ESI Prevention Supports**
   - ○ Behavioral Supports:
     - ■ 4:1 Ratio of positive to negative staff to student interaction
     - ■ Errorless teaching procedures (you will need to create a log in on Moodle)
     - ■ Prevention plans on Analysis of Debriefing Form
     - ■ Choice-Making strategies
     - ■ De-escalation model and strategies
     - ■ Comfort or Calming Area
     - ■ Modification of antecedent interventions
     - ■ Staff self-care and self-regulation strategies
     - ■ ESI as a last resort
     - ■ Debrief after each crisis incident
     - ■ Safety plan for trauma triggers
   - ○ Instructional Supports:
     - ■ Active supervision
     - ■ Evidence-based academic, social, recreational, and transition activities
     - ■ Active student engagement
     - ■ Prompting procedures
   - ○ Environmental Supports:
     - ■ Established and defined rules & routines
     - ■ Physical and visual structure of the classroom
     - ■ Organization of instructional materials
     - ■ Class and student schedules
     - ■ Transition cue between activities

5. **Student and Family Engagement**
   - ○ Provide choice-making opportunities throughout the school day
   - ○ Provide transition opportunities within the school setting
   - ○ Provide opportunities for committee representation
   - ○ Provide evidence-based activities to increase capabilities to their full potential
   - ○ Provide an opportunity to debrief with the student after each crisis
   - ○ Provide documentation to parents regarding each crisis incident
   - ○ Provide opportunities for families to complete satisfaction surveys

6. **Use Debriefing Techniques**
   - ○ Implement after EACH crisis behavior
   - ○ The purpose is to prevent future ESIs and prevent trauma to staff and students
   - ○ Includes:
     - ■ Immediate post-event discussion with the student and staff:
       - ● Ensure all parties are safe and calm
       - ● Get facts from all parties involved
       - ● Determine classroom re-entry procedures
       - ● Complete Debriefing Form

- Communication of ESI to the executive team member(s) by the on-site supervisor
    - Purpose of Communication:
        - Informs of working conditions
        - Informs of needed support
        - Informs of needed performance development
- Analysis of Debriefing Form with the crisis team
    - Completed within 1-2 days after the ESI
    - Includes student or student designee, parent or guardian, staff involved, on-site supervisor, executive team member, medical staff/nurse, and behavioral support staff
    - Use Root Cause Analysis (RCA) tools to determine:
        - What went wrong?
        - What knowledge was unknown or missed?
        - How could we have responded differently?
        - How to avoid the crisis in the future?
    - Communicate the need for particular staff training to the Performance Development Team based on analysis of the Debriefing Form

Adapted from Huckshorn, (2006). Six Core Strategies for Reducing Seclusion and Restraint Use, NASMHPD.

References from REsTRAIN Yourself: Components for Reducing ESI PowerPoint

References

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Huckshorn, (2006). Six Core Strategies for Reducing Seclusion and Restraint Use, NASMHPD.

Hedges, (2015). How to Get Real Buy-In for Your Ideas, Forbes.

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