EMERGENCY INTERVENTIONS IN TIER 3 PBIS

WAYNE RESA
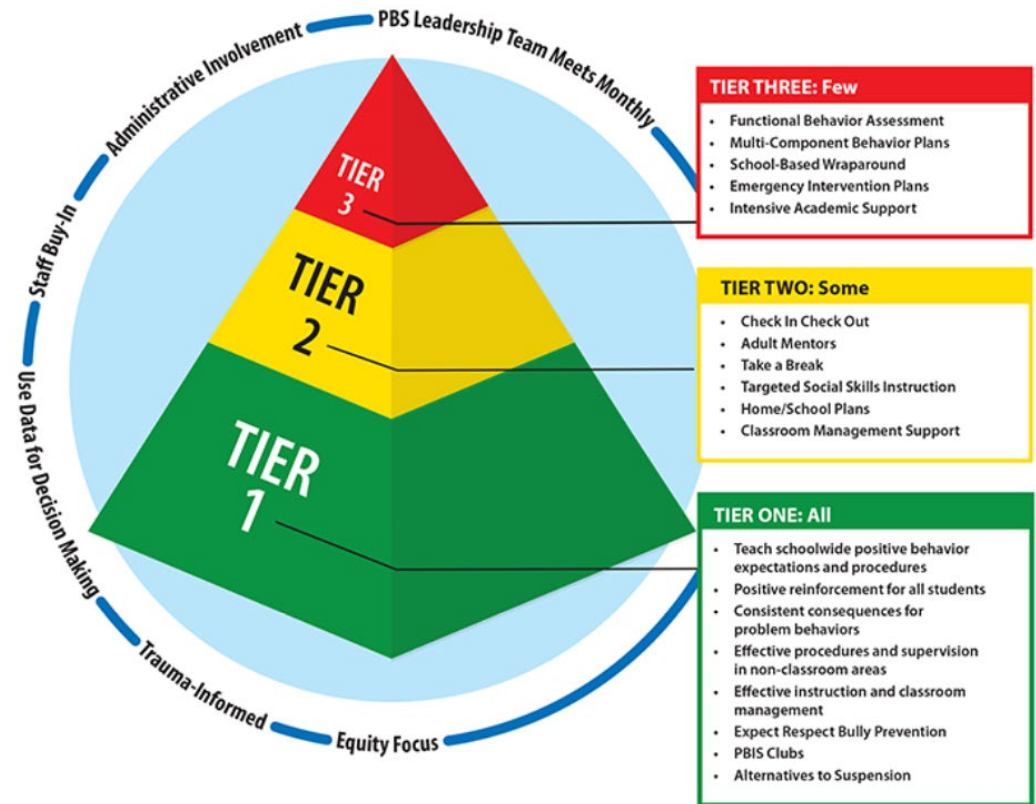**2023-24**

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Agenda

- ☐ **Definition of Emergency Intervention**

- ☐ **Considerations**

- ☐ **Review Restrictive/Emergency Interventions**

- ☐ **Emergency Intervention Plans: Repeat Behaviors**

- ☐ **WRESA Guidelines, 2020**

- ☐ **MDE Policy**

- ☐ **Seclusion & Restraint Awareness Training**

Alerts

- **The information presented in this training is not exhaustive regarding these interventions.**
- **It is highly recommended that you refer to the following documents for comprehensive information:**
  - **Wayne RESA Guidelines for Behavior Intervention, 2020**
  - **MDE Policy for the Emergency Use of Seclusion and Restraint, 2017**
  - **MDE Emergency Use of Seclusion and Physical Restraint Frequently Asked Questions, 2017**
- **To find these documents and related MDE and WRESA forms go to the Tier 3 ribbon https://www.resa.net/teaching-learning/pbis**

- **This training is not a substitute for Crisis Prevention Institute training or any other de-escalation/physical management program.**
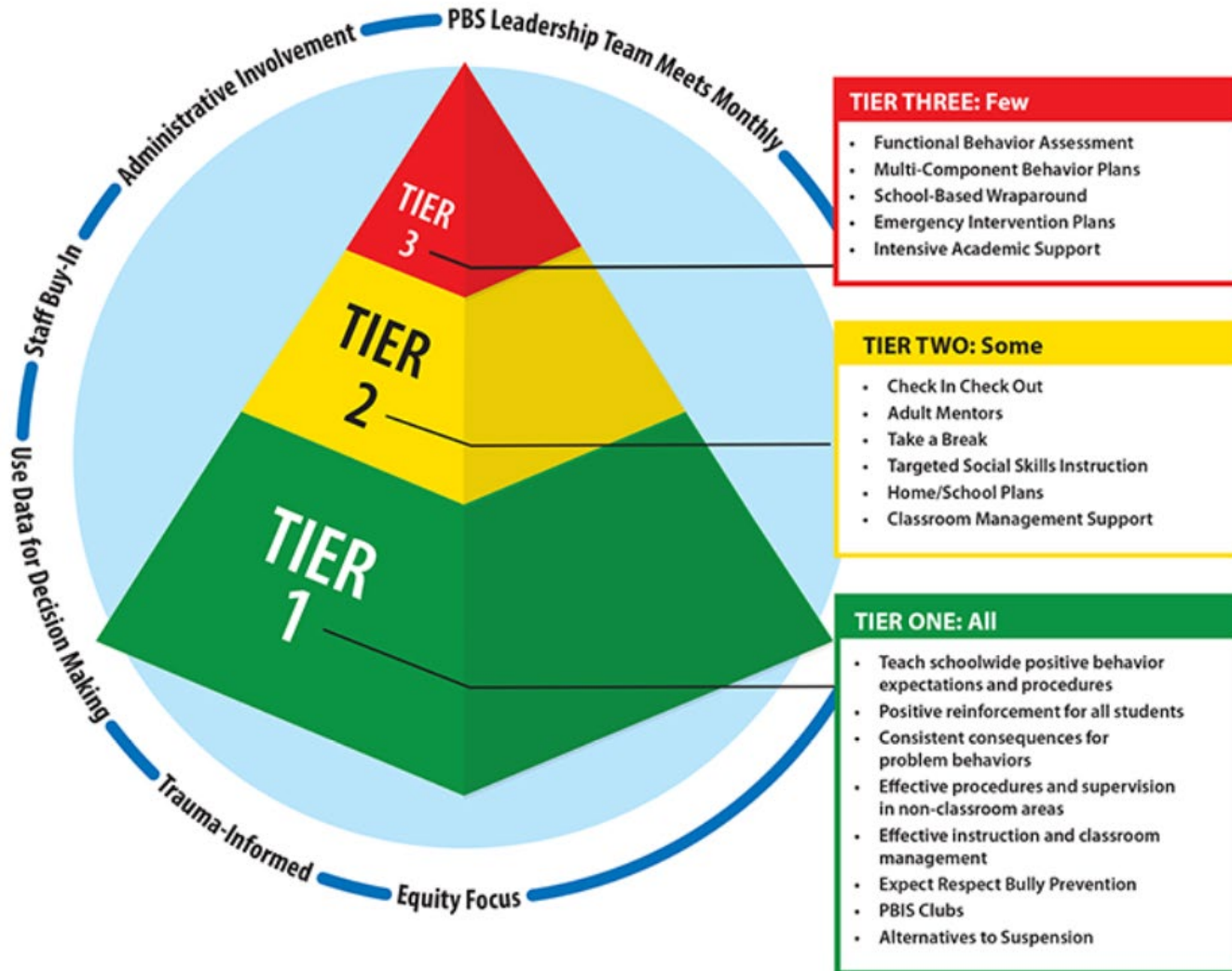
What is an Emergency Intervention?

- **MCL380.1207h(d) Seclusion & Restraint Law**
  - **"An emergency situation means a situation in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires an immediate intervention. Physical restraint and seclusion may only be used in an emergency situation."**
- **Our discussion will include emergency interventions in addition to seclusion and restraint that would typically be used for not only unsafe, but highly disruptive behaviors.**
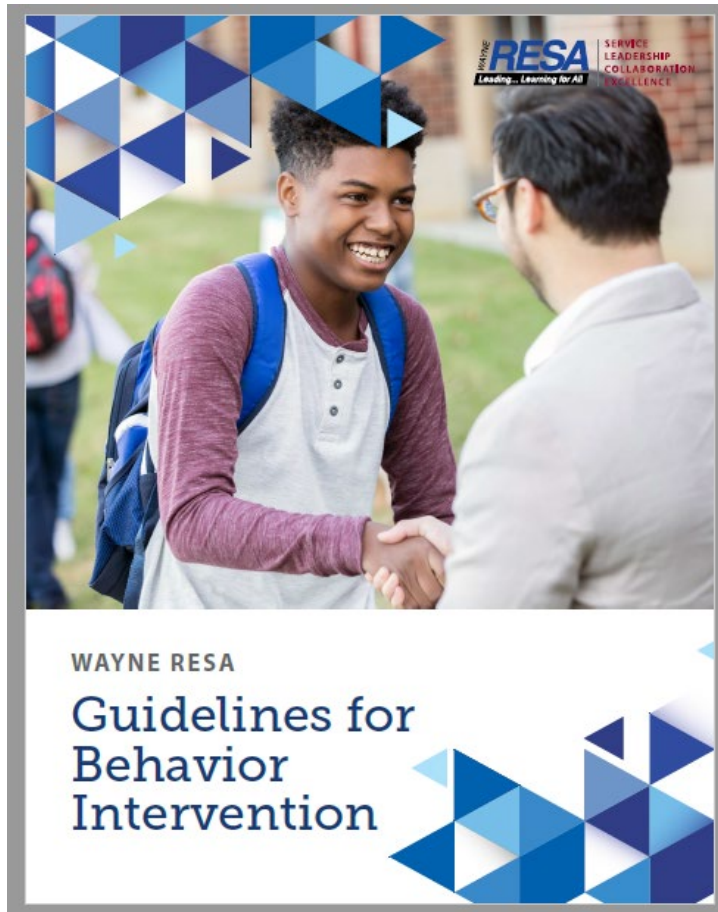
Emergency/Restrictive Interventions

- Tier 2/3 Breaks
- Exclusionary Time-Out
- Emergency Seclusion
- Physical interventions that are not Restraint
- Physical Response Interruption
- Emergency Physical Restraint
- Send Home Time-Out
- Protective Devices

Tiers of Support

TIER THREE: Few
- Functional Behavior Assessment
- Multi-Component Behavior Plans
- School-Based Wraparound
- Emergency Intervention Plans
- Intensive Academic Support

TIER TWO: Some
- Check In Check Out
- Adult Mentors
- Take a Break
- Targeted Social Skills Instruction
- Home/School Plans
- Classroom Management Support

TIER ONE: All
- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
- Expect Respect Bully Prevention
- PBIS Clubs
- Alternatives to Suspension

PBS Leadership Team Meets Monthly
Administrative Involvement
Staff Buy-In
Use Data for Decision Making
Trauma-Informed
Equity Focus

TIER 3
TIER 2
TIER 1

Wayne RESA Website
https://www.resa.net/teaching-learning/pbis

WAYNE RESA
Guidelines for Behavior Intervention

- **<u>WRESA Guidelines for Behavior Intervention</u>, 2020**
- **MDE Policy for Emergency Seclusion & Restraint, 2017**
- **Downloadable Forms MDE & WRESA**

- **Contact Chris McEvoy or Kayrl Reynoso to request a hard copy.**

Assumptions

- **Tier 3 level – Basic and or Intensive FBA has occurred or is in the process.**

- **A Tier 3 Intensive PBIS plan is in place or being developed, including antecedent/prevention strategies, replacement behavior instruction, individualized plan for positive reinforcement, and home collaboration.**

- **The PBIS plan should also include a continuum of lower level strategies for responding to the problem behaviors such as pre-corrections, corrective feedback, redirection, increased assistance/support, non-exclusionary time-out, privilege loss, etc.**

- **Staff have been trained in de-escalation strategies through CPI or some other comparable program.**

Primary Goals of an Emergency Intervention

- Keep everyone safe.
- Minimize disruption to the learning environment.
- Reduce the likelihood of reoccurrence; reduce reinforcement for the problem behavior.
- Teach the student positive alternatives; reteach.
- Restitution/restorative component.

Common Questions/Concerns

- Severe disruption goes on in the classroom too long. Prevents instruction.

- Where do we take the student?

- What do we do with them?

- Student won't leave the room.

- Who is part of the Intervention Team?

- The student reacts negatively to being touched.

- Documentation.

- Is the procedure compliant/legal?

- Communication with parents.

- What happens at home after the incident?

- Do we revisit the incident with the student?

FBA of Emergency Interventions

What is going on in the emergency situation? What is driving the behavior? What are the triggers?

- Does the student appear "in control" or highly agitated/distressed?

- What is the physical, mental, emotional state of the student throughout the incident? What is the student verbalizing? Communicating through their behavior?

- What are the reinforcers (immediate and delayed) governing the student's behavior in the moment?

- What setting events have contributed to the behavior?

- Has the student been taught a positive/alternative way of responding? How much has it been practiced?

Who does Emergency Interventions?

- Key Identified Personnel
- Designated Intervention Staff
  - Behavior specialists
  - Aides
  - Center/Time-out Room staff
- School Social Workers
- Administrators
- Program Paraprofessionals
- Individual Aides
- Informal arrangement

Key Identified Personnel MDE Policy, 2017

A school district, intermediate school district, or public school academy shall identify sufficient key personnel to ensure that trained personnel are generally available for an emergency situation. Before using emergency seclusion or emergency physical restraint with pupils, key identified personnel who may have to respond to an emergency situation shall be trained in all of the following:

- **Proactive practices and strategies that ensure the dignity of pupils.**
- **De-escalation techniques.**
- **Techniques to identify pupil behaviors that may trigger emergency situations.**
- **Related safety considerations, including information regarding the increased risk of injury to pupils and school personnel when seclusion and restraint is used.**
- **Instruction in the use of ES and EPR.**
- **Identification of events and environmental factors that may trigger emergency situations.**
- **Instruction on the state policy on the use of seclusion and restraint.**
- **Description and identification of dangerous behaviors.**
- **Methods for evaluating the risk of harm to determine whether the use of ES or EPR is warranted.**
- **Types of seclusion.**
- **Types of restraint.**
- **The risk of using seclusion or restraint in consideration of a pupil's known and unknown physical or mental health conditions or psychological limitations.**
- **The effects of seclusion and restraint on all pupils.**
- **How to monitor for and identify the physical signs of distress and the implications for pupils generally and for pupils with particular physical or mental health conditions or psychological limitations.**
- **How to obtain appropriate medical assistance.**
- **Cardiopulmonary resuscitation and first aid.**

PBS Support Calls:
A Preventative Approach to Emergency Interventions

- **Approximately 5-6 years ago the Wyandotte Lincoln Center which serves many students with severe behavior challenges altered its intervention practices to use more of a prevention model.**

- **Now behavior intervention staff (behavior specialist and paraprofessionals) spend more time intervening proactively in situations as opposed to "waiting" for problems to escalate and then responding.**

- **Intervention staff are called to classrooms using a coded system that signifies the severity of the situation. The object is to help keep the student in the classroom.**

- **Data is kept on all calls by classroom. PBS paraprofessionals provide more support and model strategies in classrooms that need more help. They check in with classrooms in the morning based on prior calls from previous days.**

- **Behavior Specialist LaThomas Willis says that "our program has benefitted greatly from the restructuring."**

- **The frequency of seclusion, restraint, and exclusionary time-outs have reduced significantly as a result.**

Emergency Interventions: Wyandotte Lincoln Center

Lincoln Center Year-to-Year Seclusion and Restraint
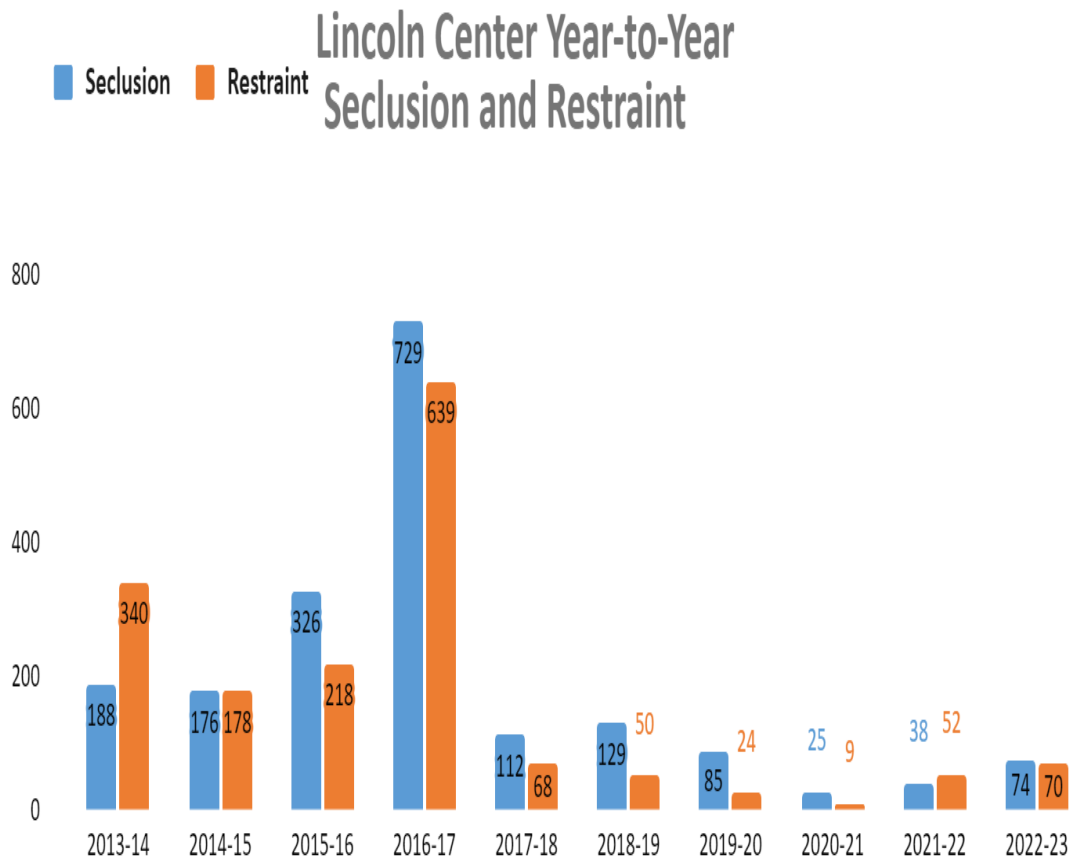
- Elementary and Secondary Students with Dual Diagnosis and Students with Autism

- Enrollment: 168

- Since 2013-14
  - 59% reduction in seclusion
  - 73% reduction total in S&R

Positive Behavior Support Calls at Burger Baylor Program for Students with Autism
Andy Holmberg, PH.D.

- I would define a positive behavior support call as any call that promotes positive behavior in students while also supporting the classroom staff. These include calls such as:

- Greeting students as soon as they get off the bus and helping them transition to/from various activities throughout their school day;

- Helping classroom staff reframe/rephrase what they need the student to do differently with:

- Clear and simple expectations that are both reasonable and enforceable;

- Providing classroom staff/students the ability to step away from situations that they perceive as too hard or difficult and problem-solving with them what needs to happen for them to be successful;

- Teaching both staff and students to take "practice breaks" before they really need them;

- Modeling appropriate tone, volume and cadence with both staff and students who are frustrated;

- Approximately 10 years ago, Burger Baylor was really struggling with the use of Emergency Seclusion and the Use of Physical Restraint. We tracked the use of Seclusion and Restraint and had almost 900 over a school year.

- After that school year, we started taking a more proactive role in our students' behavior. Rather than waiting around for misbehavior to happen, we started trying to identify what types of things we could do to reduce or prevent their behaviors from escalating.

- The behavior staff also made a concerted effort to go in every classroom several times throughout the day to help support the classroom staff. Just the idea of both staff and students knowing that behavior support would be "checking in" with them several times throughout the day seemed to make a huge difference.

- The majority of these changes occurred prior to the Emergency Seclusion and Physical Restraint laws which also made it easier for our staff and students to pivot with the new guidelines.

Garden City Burger K-12

Burger Baylor Emergency Seclusion & Physical Restraint Data from 2013-2023
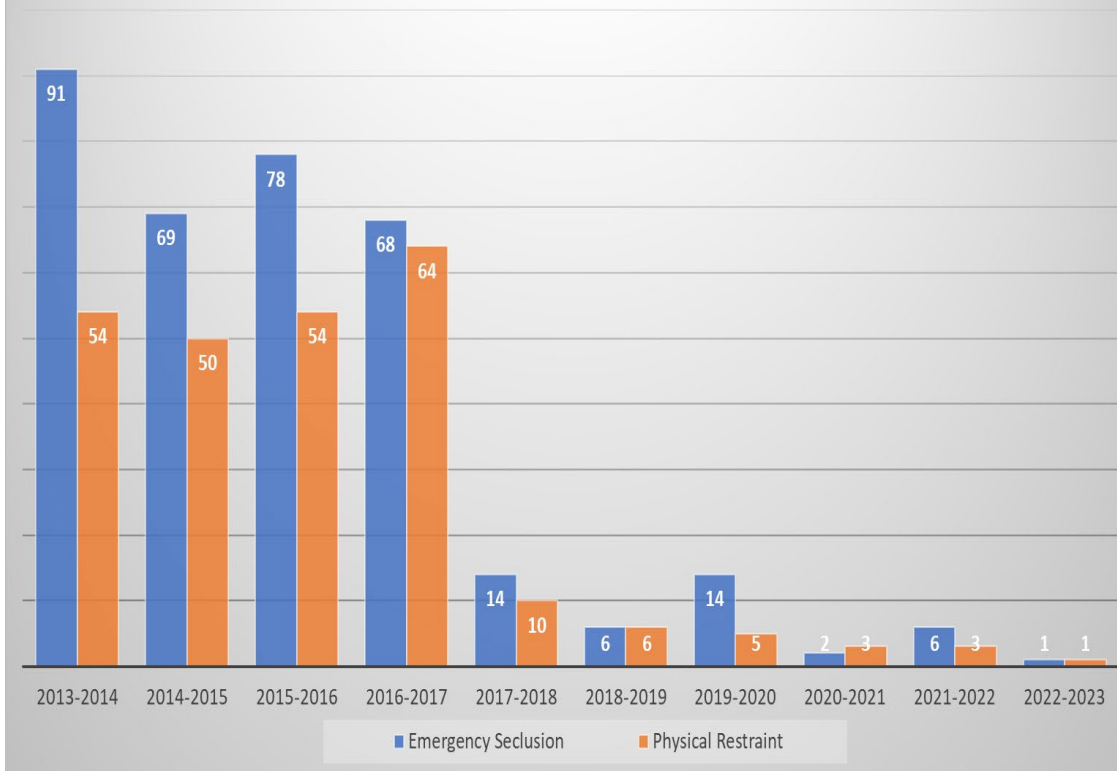
- **Elementary & Secondary Students with Autism**

- **Total Program Enrollment – 86**

- **Since 2013**
  - **99% reduction in seclusion and restraint**

Tier 2/3 Structured Break Plans

- **Structured Break Plans are for students who frequently experience significant agitation, anxiety, restlessness, or difficulty focusing.**

- **Structured breaks should not be used as a primary response when a student has committed a significant behavior infraction, such as physical aggression or extreme disrespect.**

Structured Breaks: **Getting on the Same Page**

Agitation Behaviors - Break	Staff Managed *or* Minor Behavior Infractions	Office Managed *or* Major Behavior Infractions

Generally, behavior infractions should result in a reset time-out or some other consequence intended to reduce reinforcement.

At times however, it may be necessary to have the student take a break and calm down before providing the reset time-out or administering an appropriate consequence for the infraction.

Tier 2/3 Structured Break Plan

- A Tier 2/3 Structured Break Plan involves the student leaving the classroom/instructional environment.

- Tier 2/3 Structured Break may involve the support of staff additional to the teacher.

- Documentation: frequency & duration
  - How much instruction are they missing?

- Frequent problem of reinforcement:
  - Out of classroom breaks have a high potential for reinforcing problem behavior if they result in the removal of difficult tasks, unpleasant situations, or allow the student to gain access to preferred things such as attention, conversation, activities, objects, or even food.

Tier 2/3 Structured Break

Benefits:
- **Defuse potentially explosive situations**
- **Intervene effectively before behaviors escalate to major infractions**
- **Teaches important coping skills**
- **Keeps students in school**

- **Breaks should not be confused with reward activities. They should be "neutral" in terms of reward value - not a punishment, not a reward.**

- **It is a time to calm down, re-focus, and get back on track.**

- **Monitor how often they are used. If necessary, limit the number of breaks the student can take in a day. Don't allow breaks to be used to completely avoid demand situations. Have the student return to the demand when calm.**

- **Generally, sensory breaks should be scheduled, not used as a response to problem behavior unless the behavior has a clear sensory function. Consult an Occupational Therapist.**

Tier 2/3 Structured Break Plans

- **Tier 2/3 Take a Break plans should be detailed and written out as part of the student's PBIS plan.**

- **Be specific in designing the break procedure for the student: where does it occur, for how long, what is to be done while on break, how does the student indicate the need, how is the break ended, what to do if the student needs more time.**

- **Examples:**
  - **A quick lap around the school**
  - **5 minutes on a bench in the hall**
  - **Go talk to a designated adult**
    - **Calm down (5-10 minutes) before talking**
  - **Get a drink of water; extra bathroom break**
  - **Walking can be an excellent out of classroom break, but keep the socialization to a minimum.**

Structured Break: More Considerations

- Teach the break procedure to the student. Practice or review the procedure before using it. If the student has a hard time using the procedure when they need it, practice it some more.

- Generally, time limit breaks. Use a timer. Short increments of time can be added if necessary. Generally, out of class breaks should not exceed 30 minutes. Start at 3-10 minutes.

- Decide whether breaks should be scheduled (used as prevention), or on an as-needed basis.

- If a student has a "take a break" plan, all staff that work with that student should be aware of it, and follow the plan consistently.

- If the student is currently using breaks to gain access to reinforcers, design a reward system (e.g., tokens, CICO) that provides them with the opportunity to earn those rewards for goal behaviors.

Exclusionary Time-Out/Reset Time-Out
WRESA Behavior Guidelines p.69

Exclusionary time-out (ETO) involves **having a student leave the classroom or his regularly scheduled program, contingent on a problem behavior.** ETO may be necessary to prevent significant disruption of the teaching situation. The student's loss of opportunities to receive reinforcement may decrease inappropriate behaviors in the future. ETO can defuse a volatile situation and allow the student an opportunity to calm down, before rejoining the scheduled activity. ETO generally is a longer duration than non-exclusionary time-out, and may be used as a back-up to a lower level time-out procedure i.e., if the student remains disruptive during in-class time-out.

- **Used for significant minor behavior infractions e.g., repeated defiance or disruption.**
- **Do not use for work refusal alone.**
- **Teacher directed.**
- **Removes the audience.**
- **Can be used to back up compliance to non-exclusionary reset timeout.**
- **Start with the least restrictive form of time-out that is effective.**
- **Requires documentation: frequency and duration**

RESET TIME-OUT(ETO)

- **<u>Reset</u>: removes reinforcement (attention) following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.**

Example:

- **Middle school teachers use an out of classroom reset time-out procedure for repeated classroom disruptions. Students are sent to the Reset Room typically for 15-20 minutes. The school has well defined procedures for use of the Reset Room, which include:**
  - **Students enter the Reset Room, are greeted briefly, take a seat, and observe <u>*the no talking rule for 8-10 minutes,*</u> while they calm down.**
  - **Then the Reset Room Monitor does a restorative chat either verbally or in writing before the student returns to class. The goal is to get students back to class ready to learn, as soon as possible.**

WHY RESET TIME-OUT?

- **Time-outs are immediate interruptions to problem behavior.**

- **In-class and short out-of-class time-outs provide a calm, consistent, and predetermined consequence for teachers when problem behavior occurs.**

- **Setting appropriate limits helps all students feel safe.**

- **Breaks up the cycle of negative interactions between caregiver (parent or teacher) and child.**

- **Allows the teacher to stop giving attention to problem behavior.**

- **Time-out can be done both at home and at school, strengthening the intervention.**

- **Time-Out is taught as an effective discipline strategy for parents in PMTO.**

EXCLUSIONARY TIME-OUT

Removal of student from classroom or program for longer time-out period (typically 10-45 minutes).

Exclusionary (Out-of-Class) Time-Out occurs outside the classroom in a designated location.

- In another classroom (Buddy Room)
- In a "Responsibility Room"
- In the Office

Identify ETO procedures and teach.

- Reduced attention
- Problem-solving – Think Sheet
- Academic work

Intervene for disruptive behavior with ETO before behavior escalates to more severe levels.

MDE Policy for the Emergency Use of Seclusion and Restraint, 2017

<u>Emergency Seclusion</u>: means the confinement of pupil in a room or other space from which the pupil is physically prevented from leaving. Emergency seclusion is a last resort safety intervention necessitated by an on-going emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others.

- Student must be continuously observed.
- The room or area used for confinement must comply with state and local fire and building codes; must not be locked; must not prevent the pupil from exiting the area if school personnel become incapacitated or leave that area.
- Must provide for adequate space, lighting, ventilation, viewing, and the safety and dignity of the pupil and others, in accordance with department guidelines.

U.S. Department of Education Office of Civil Rights (OCR)

- **Definition: Seclusion refers to the involuntary confinement of a student *alone* in a room or area from which the student is physically prevented from leaving.**
  - **Report uses of seclusion meeting OCR definition to MSDS.**

- **Wayne RESA Guidance and Position Statement Regarding the Emergency Use of Seclusion, 2018**

    "It is Wayne RESA's position that constituent schools should harmonize the seclusion definition in the Michigan law with the federal and commonly-accepted definitions, by incorporating the element of alone when implementing the new law and when collecting and reporting data for incidents of seclusion." pp. 84-86

Emergency Seclusion

- Duration:
  - No longer than necessary
  - Generally no longer than 15 minutes for an elementary student.
  - Generally no longer than 20 minutes for a middle or high school student.
- Call for support at the onset of an emergency situation.
- Documentation:
  - Document in writing and report to building administration and parents immediately.
  - Written report to parents within 1 day or 7 calendar days.
  - Conduct debriefing with parents/guardians ideally within 1-3 days. Document debriefing on MDE forms.

Limitations on the Use of Seclusion

- **Never to be used as a punishment, for convenience, or lack of staffing.**
- **Used only by staff trained in prevention and the proper use of seclusion.**
- **The room used for seclusion**
  - **Must not prevent the student from exiting should staff leave the area or become incapacitated.**
  - **Must provide adequate space, lighting, ventilation, viewing, and the overall safety and dignity of the student.**
- **Seclusion is prohibited for students who are severely self-injurious or suicidal.**
- **Seclusion is prohibited for preschool children. That is, preschool children may not be confined in a room or area alone.**

Emergency Intervention Plans

Emergency Intervention Plan

Student: Click here to enter text.   **Date:** Click here to enter text.

Parents: Click here to enter text.   **School:** Click here to enter text.

Support staff: Click here to enter text.   **Teachers:** Click here to enter text.

Description of behavior(s) that constitute an emergency situation.

Click here to enter text.

Describe the pattern of behavior that requires an emergency intervention plan.

Click here to enter text.

Has a functional behavior assessment been conducted?

Click here to enter text.

Has a positive behavior intervention & support plan been developed?

Click here to enter text.

Describe in detail the emergency intervention procedures. Include de-escalation strategies and the use of seclusion or restraint.

Click here to enter text.

With parental consent, has inquiry been made of the pupil's medical personnel regarding any known medical or health contraindications for the use of emergency seclusion/restraint? Explain any known contraindications.

Click here to enter text.

Schedule for review of PBIS plan and emergency intervention plan:

Click here to enter text.

Signatures: Click here to enter text.   **Date:** Click here to enter text.

2017 Wayne RESA Emergency Intervention Plan

- **For a pattern of behavior resulting in seclusion or restraint.**
- **Developed in partnership with parents.**
- **FBA & PBIS plan required.**
- **Detailed description of safety procedures, including de-escalation strategies.**
- **Inquiry to student's medical personnel regarding known medical or health contraindications.**
- **Monthly to quarterly behavior review meetings.**

Physical Interventions that are not Restraint

- **A brief hold of a student to calm or comfort.**
- **The minimum contact necessary to physically escort a student from one area to another. Transport.**
  - *Recommend some documentation.*
- **Briefly holding a student to prevent a behavior that threatens the student's safety.**
  - *Recommend some documentation.*
- **The necessary actions taken:**
  - **To break up a fight**
  - **To stop a physical assault as defined by MCL 380.1310(b) (Physical assault means intentionally causing or attempting to cause physical harm to another through force or violence.)**
  - **To take a weapon from a student.**
  - *Recommend some documentation.*

Physical Response Interruption
WRESA Guidelines p. 68

- Definition: PRI is a brief blocking or restriction of movement for the purpose of providing safety to the student and/or others.

- Purpose: provide safety, correct a specific student behavior and set the stage for learning new behaviors.

  - Interruption followed by redirection.

- PRI can be an appropriate intervention for students exhibiting self-injurious behavior or physical aggression.

- The use of PRI should be incorporated into the student's PBIS plan and developed in collaboration with the student's parents/guardians.

MDE Policy for the Emergency Use of Seclusion and Restraint, 2017

- **Physical Restraint Definition: an action that prevents or significantly restricts a pupil's movement by means of direct physical contact.**

- **U.S. Department of Education Office of Civil Rights (OCR) Definition: Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely.**
  - **Report uses of restraint meeting OCR definition to MSDS.**

- **Physical restraint may only be used in an emergency situation that poses imminent risk to the safety of the student or others.**

Emergency Physical Restraint

Emergency physical restraint shall be performed in a manner that is:

• Safe

• Appropriate;

• Proportionate to and sensitive to the pupil's:
  • severity of behavior
  • chronological and developmental age
  • physical size
  • Gender
  • physical condition
  • medical condition
  • psychiatric condition; and
  • personal history, including any history of physical or sexual abuse or other trauma.

Emergency Physical Restraint

- **Duration:**
  - **No longer than necessary.**
  - **Generally should not exceed 10 minutes.**
  - **If the restraint exceeds 10 minutes the following are required:**
    - additional support (which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel); and
    - documentation to explain the extension beyond the time limit.
- **Call for support at the onset of an emergency situation.**
- **Continuously monitor for indications of physical distress. Staff must seek medical assistance if there is a concern.**
- **Proper safety procedures must be adhered to.**
- **Documentation:**
  - **Document in writing and report to building administration and parents immediately.**
  - **Written report to parents within 1 day or 7 calendar days.**
  - **Conduct debriefing with parents/guardians ideally within 1-3 days. Document debriefing on MDE forms.**

Limitations on the Use of Physical Restraint

- Never to be used as a punishment, for convenience, or lack of staffing.
- Used only by staff trained in the use of prevention and safe physical management techniques.
- No physical restraint may be used that has a negative impact on the student's respiratory system.
- Any restraint that inhibits breathing is prohibited.
- Prone restraints are prohibited.

Send Home Time-Out
WRESA Guidelines p. 70

- Send home time out is an extension of the student's PBIS plan into the home setting.

- Send home timeout should only be used for unsafe or highly disruptive behaviors.

- To be effective they require a well-planned and cooperative effort between home and school.

- Typically, send home time-out would include a restriction on privileges for the evening. These should be predetermined and explained to the child. Homework should be completed.

- Duration of send home time-out is one day only.

- Send homes must be documented as removals from school and counted towards the student's total days of removal for the school year.

- Send home time-out is a behavioral intervention, not a disciplinary action.

Protective Devices
WRESA Guidelines pp. 81-82

- Protective Devices are equipment recommended by a physician or therapist for the purpose of providing safety for a student whose behavior (e.g., self-injurious head-banging or self-biting) may present an imminent risk to the safety of themselves or others.

- Mechanical restraints are prohibited except for adaptive or protective devices recommended by a physician or therapist.

- A FBA and PBIS plan may need to be developed as part of the use of an adaptive or protective device.

- An adaptive or protective device should be referenced in a student's IEP or 504 plan.

- Refer to WRESA Guidelines for Behavior Intervention, 2020 pp-81-82.

Seclusion & Restraint Awareness Training

Per MDE Policy, all school personnel who have regular contact with pupils or who regularly and continuously work under contract, are required to receive awareness training.

Awareness training shall include:

• Purpose and spirit of the law, including duty to protect the wellbeing of pupils in our care.

• Expectations and responsibility of staff in responding to emergency situations.

• Risks and limits on emergency use of seclusion and physical restraint.

• Following definitions:
  - Emergency situation.
  - Emergency seclusion.
  - Emergency physical restraint.
  - Mechanical restraint.
  - Key identified personnel.

• Prohibited practices.

• Documentation and debriefing of each use of seclusion and restraint.

• Immediate reporting of use of seclusion and restraint to the parent of child.

• Reporting of use of seclusion and restraint to the MDE.

• Awareness of best practices to reduce the need for emergency use of seclusion and physical restraint must include positive behavioral interventions and supports (PBIS) and may include: o
  - Proportionate response.
  - Prevention strategies.
  - De-escalation strategies.
  - Planning for alternative interventions or strategies
  - Patterns of behavior.

Take-Away Questions

- **What are the most immediate training needs for your school or district around emergency interventions?**

- **Do staff at your school understand the difference between Take a Break and Exclusionary Reset Time-outs?**

- **What could be done in your emergency intervention plans to reduce reinforcement for the problem behavior i.e., decrease the likelihood of the behavior occurring in the future.**

- **How does your school do with documenting emergency interventions?**

Wayne RESA PBIS Professional Development 2023-24