

Emergency Safety Intervention

Part 2: Know Your ESI Data

Making data-informed decisions to guide professional development and embed evidence-based prevention and intervention strategies in schools to reduce ESI occurrences.

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Today we will...

- Review ESI Regulations (briefly)
- Discuss prevention, de-escalation, and positive behavior support strategies
- Introduce the Escalation (or Acting Out) Cycle
- Discuss the importance of collecting, reviewing, and using data to inform school-wide, class-wide, and individual student system decision making
- Share an action planning tool for your building
- Q&A

Emergency Safety Intervention (ESI)

- Emergency
 - Immediate danger
- Safety
 - Immediate danger of student harming self or others
- Intervention
 - Restraint or seclusion should only be used for limited periods of time and should cease immediately when the immediate danger of harm to self or others has dissipated.

Does KSDE Promote ESI?

- KSDE does **not** promote the use of ESI with any student.
 - Every effort should be made to prevent the need for the use of restraint and for the use of seclusion. (U.S. Department of Education, *Restraint and Seclusion: Resource Document*, Washington, D.C., 2012)
 - Please do not interpret the state regulations or this training to imply that KSDE endorses the use of seclusion or restraint with any student.

Will I Get Into Trouble for Using an ESI?

- There is no prohibition on the use of an emergency safety intervention.
- The intention of the regulation is to educate school personnel about the dangers of using an ESI with a student.
- The use of an ESI should never be taken lightly and always be the last step taken.
- If an ESI is used with a student, school personnel must follow the process set out in the regulations and in their district's policies and procedures.

Purpose of the ESI Regulations

- The primary purpose of the ESI regulations is to standardize when an ESI may be appropriate to use, if ever, and if used, to delineate the next steps that must be taken to prevent, or eliminate, the need for the use of ESI in the future.

Purpose of the ESI Regulations

- Violations of a school's code of conduct **may** necessitate the use of an ESI **if** the violation constituted action by the student that resulted in an immediate danger to the student or others.
- Not all violations of a school's code of conduct, such as failure to follow school rules or failure to follow teacher instruction, will constitute an immediate danger that would necessitate a permitted use of an ESI.

The Purpose of the Regulations

- The ESI regulations were not intended to prevent school personnel from using reasonable methods of instruction, care, or intervention to meet the educational, physical or emotional needs of students, or to prevent school personnel from ensuring the safety of all students and staff.

Technical Definition - Seclusion

Seclusion is not a place, it is a process.

Seclusion is identified by meeting three criteria:

The student is...

- (1) Placed in an enclosed area by school personnel.
- (2) Purposefully isolated from adults and peers.
- (3) Prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area.

Technical Definition - Restraint

Restraint can be chemical, mechanical, or physical.

- **Chemical restraint** means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement. **It is prohibited.**
- **Mechanical restraint** means any device or object used to limit a student's movement. It is **prohibited unless ordered** by a person appropriately licensed to issue the order for the device, for a specific student.
- **Physical restraint** means bodily force used to substantially limit a student's movement.

Focus on Prevention

- KSDE focuses on prevention.
- Any use of ESI must be reported under the regulations.
- ESI reporting is required for any student.

Why the focus on prevention?

Because there are **real dangers**
with using these kinds
of interventions

ESI is not discipline

- Restraint or seclusion should never be used as punishment or discipline (e.g., placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience. (Principle 6,

U.S. Department of Education, *Restraint and Seclusion: Resource Document*, Washington, D.C., 2012)

Emergency?

- Let's consider that first word – emergency.
 - When is an incident a true emergency situation?
 - Immediate danger to self;
 - Immediate danger to others;
 - Possibly for violent action that is destructive of property.

What is 'reasonable'?

- Grandma Test
- YouTube Test
- OCR Test

ESI and Behavior Plans

- ESI should not be a planned intervention for a specific student under foreseeable circumstances.
- ESI is not an acceptable alternative to prevention.

ESI and Behavior Plans

*If you're planning for it, it means you can see it coming. **If you can see it coming, every effort should be made for prevention.***

ESI is **not** a tiered intervention.

- In an MTSS (or any tiered support system) **tiers focus on prevention.**
- Tiered systems utilize strategies that are **planned** and carried out to offer **proactive** positive behavioral supports to students.

ESI is **not** a tiered intervention.

- Using an ESI is **reactive**.
- It is only used when a student places themselves or others at risk of immediate harm.

ESI Duration

ESI should be
discontinued
as soon as the
immediate danger has passed.

Reporting and Documentation

- If an ESI occurs, it must be reported to
 - the parents of the student within 2 school days
 - Administration (per district policy)
 - KSDE, via the quarterly reporting

Reporting and Documentation

- Check with your district for guidance on
 - forms to use
 - timelines for documentation, parent notification, and KSDE reporting to be completed.

If you use an ESI...

1. Document it.
2. Learn from it.
3. Seek training on how to implement tiers of prevention and intervention.

After the fact...

- In hindsight, some incidents no longer seem like emergencies.
- If seclusion or restraint was used, you must treat it as an Emergency Safety Intervention.

Unsure if an action was an ESI?

- Any time school or district personnel have a question ("gray area") of whether or not action taken by school personnel constitutes the use of an ESI, school personnel should, at minimum, communicate with parents about the actions taken by school personnel with their child and document the incident even if school personnel ultimately determine that the action taken did not amount to the use of ESI, per the regulations.

A KSDE Priority:

We are charged with making *every effort* to curtail the need for ESI through the use of *preventive strategies and supports* for all students.

School Personnel Training

- District policies shall include school personnel training consistent with nationally recognized training programs on the use of ESI.
 - Training shall address prevention techniques, de-escalation techniques, and positive behavioral intervention strategies;
 - Training shall be designed to meet the needs of personnel as appropriate to their duties and potential need to use an ESI; and
 - Schools and programs shall maintain documentation on training provided and those who attended.

Factors Contributing to Inappropriate Use of ESI

- Inability of the teacher to remain composed when dealing with challenging behaviors displayed by aggressive students
- Lack of knowledge and/or confidence in the area of classroom management
- High level of teacher stress can lead to difficulty with managing student behavior

(Ryan, 2013)

Preventative Steps to Minimize the Need for ESI

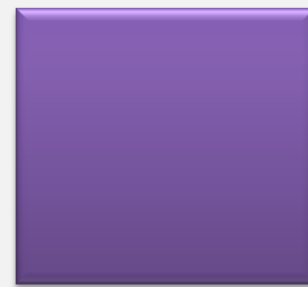
- Utilize evidence-based instructional strategies (e.g. systematic instruction, differentiated instruction, explicit instruction, scaffolding, sufficient practice)
- Develop a hierarchical behavior management plan,
- Develop and enforce ESI policy,
- Provide training in crisis de-escalation strategies,

(Ryan, 2013)

Two Approaches to Challenging Behavior

1. The *student is the problem* and needs to be dealt with using punishment and/or discipline.
2. The student is *using the behavior to have a need met* and needs to manage negative behaviors and learn desired behaviors.





“Rather than getting angry or frustrated with students who exhibit undesirable behavior, primary prevention plans encourage an instructional approach in which desired behaviors are **defined**, **taught**, **practiced**, and **reinforced**.”

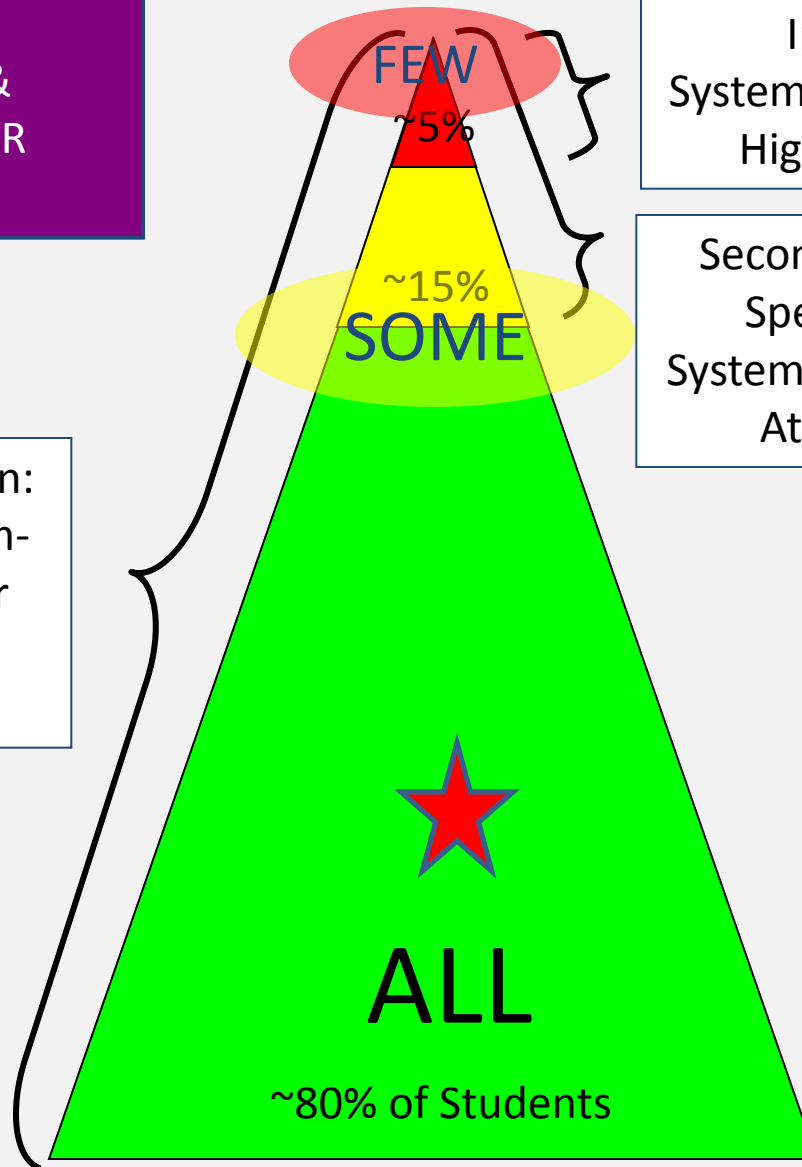
(Lane, Kalberg, Menzies, 2009, p. 27)

CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

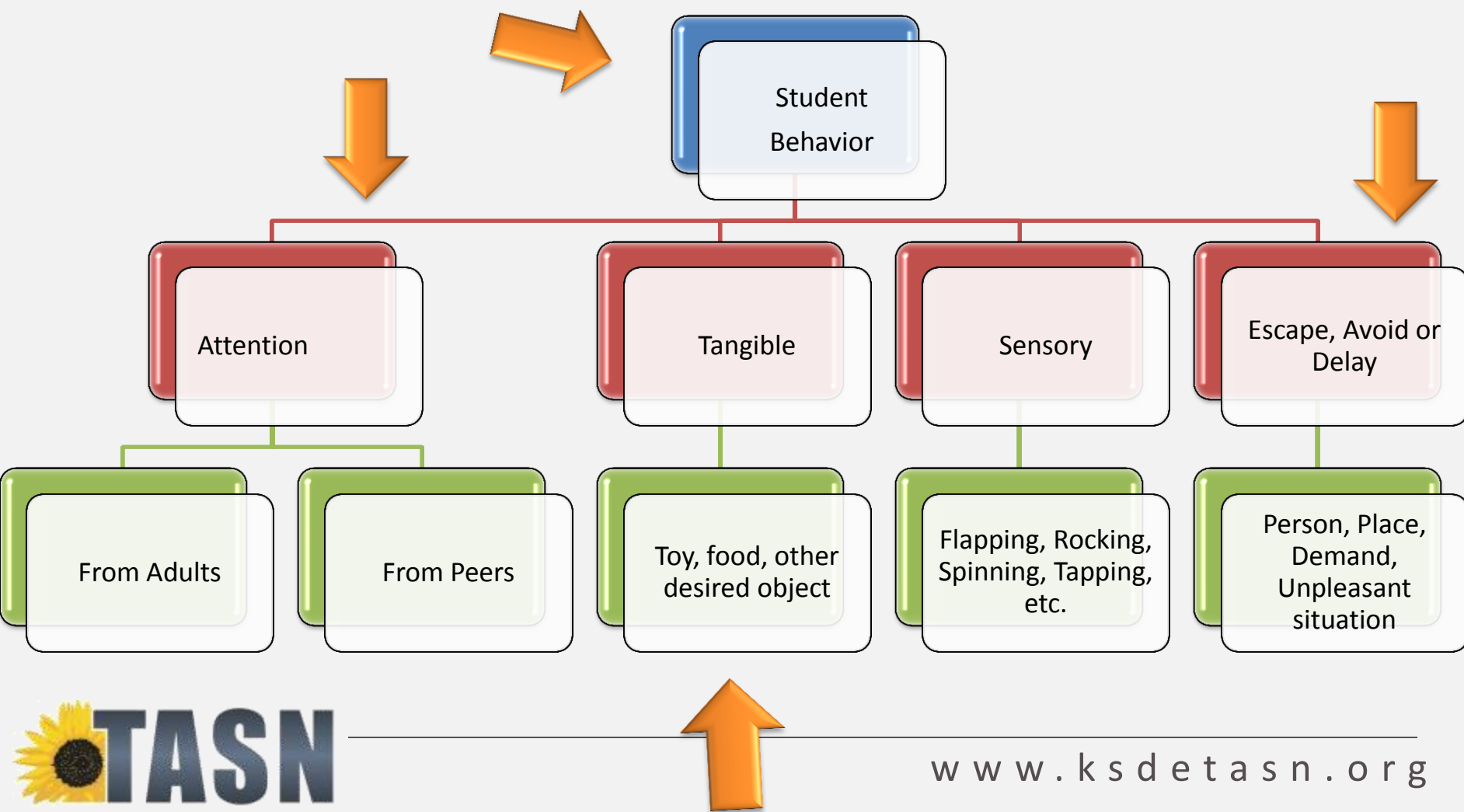
Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior



Function-based Thinking: Behavior is Communicative



Kansas Department of Education's Vision on Behavior and Academics

- Schools use a **multi-tier** approach that addresses behavior, social and academics simultaneously.
- Schools look closely at all the pieces they already have in place then **reevaluate what needs to be revised or added**.
- Social and behavioral curriculums are taught with **as much rigor and fidelity** as academic subjects.
- Meaningful **data are collected and used** to make decisions regarding programming.

Primary Prevention Examples

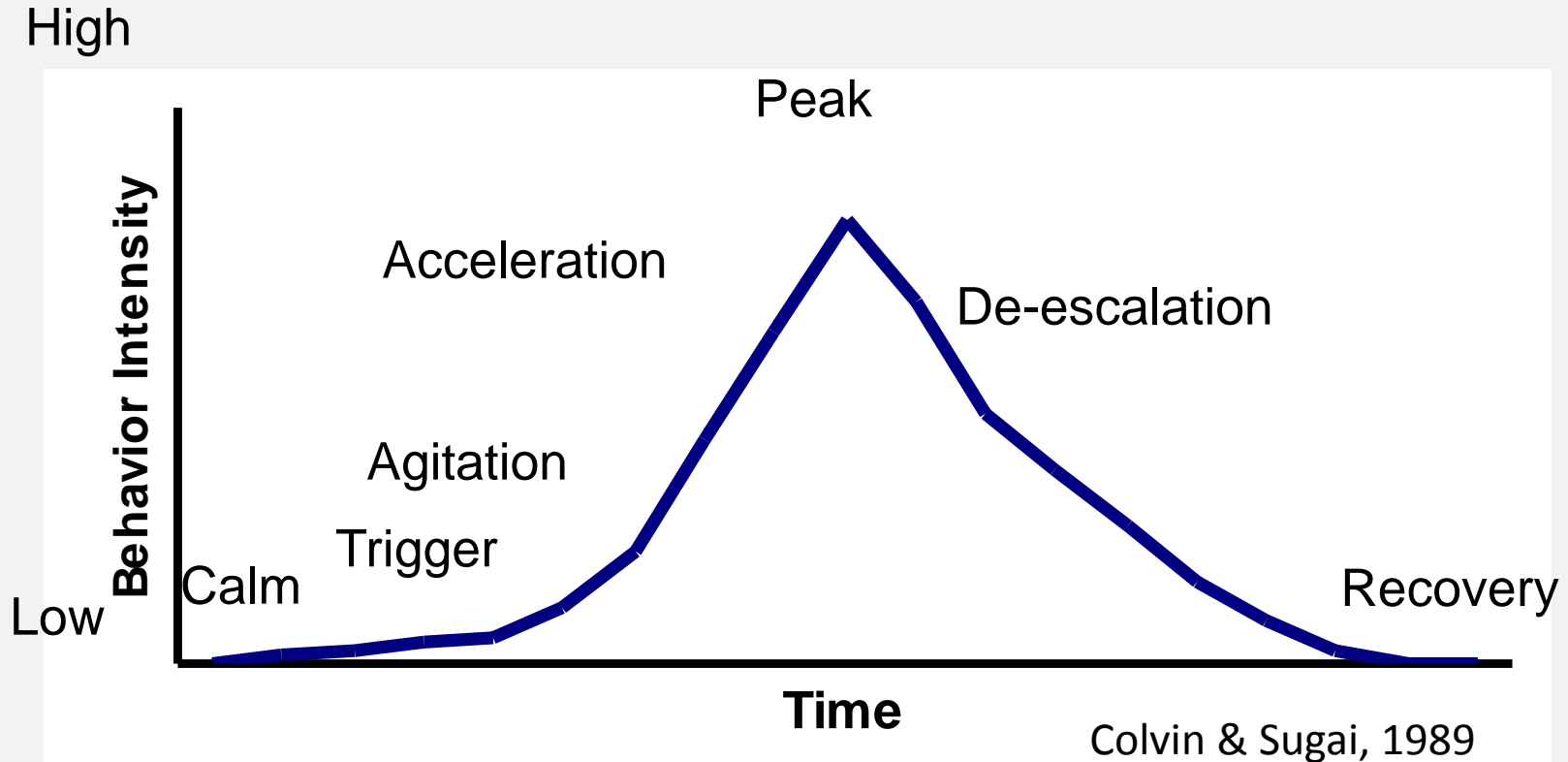
- Provide effective instruction
- Promote school connectedness through building trusting relationships
- Cultivate a school climate that promotes physical and psychological safety
- Establish effective positive school discipline
- Utilize good classroom management techniques

Typical Escalating Behavior Sequence

- Student and teacher escalation often mirror each other
- Student behaviors are followed by a consequence, which may escalate behavior
- As consequences become more severe, student behaviors become more intense

(Colvin & Sugai, 1989)

The Escalation Cycle



Effects of Escalating Phases

- Calm
 - Student is cooperative.
- Trigger
 - Student experiences a series of unresolved conflicts.
- Agitation
 - Student exhibits increase in unfocused behavior.
- Acceleration
 - Student displays focused behavior.
- Peak
 - Student is out of control & displays most severe problem behavior.
- De-escalation
 - Student displays confusion but with decreases in severe behavior.
- Recovery
 - Student displays eagerness to participate in non-engagement activities.

Colvin & Sugai, 1989

Four Key Strategies

1. Teach and reinforce expected behavior skills.
2. Identify how to intervene early in the escalation sequence.
3. Identify environmental factors that can be manipulated.
4. Identify replacement behaviors that can be taught.

Whether the problem behavior is
managed safely or not
or is defused

In a large measure depends on
YOUR INITIAL RESPONSE

-Dr. Geoff Colvin

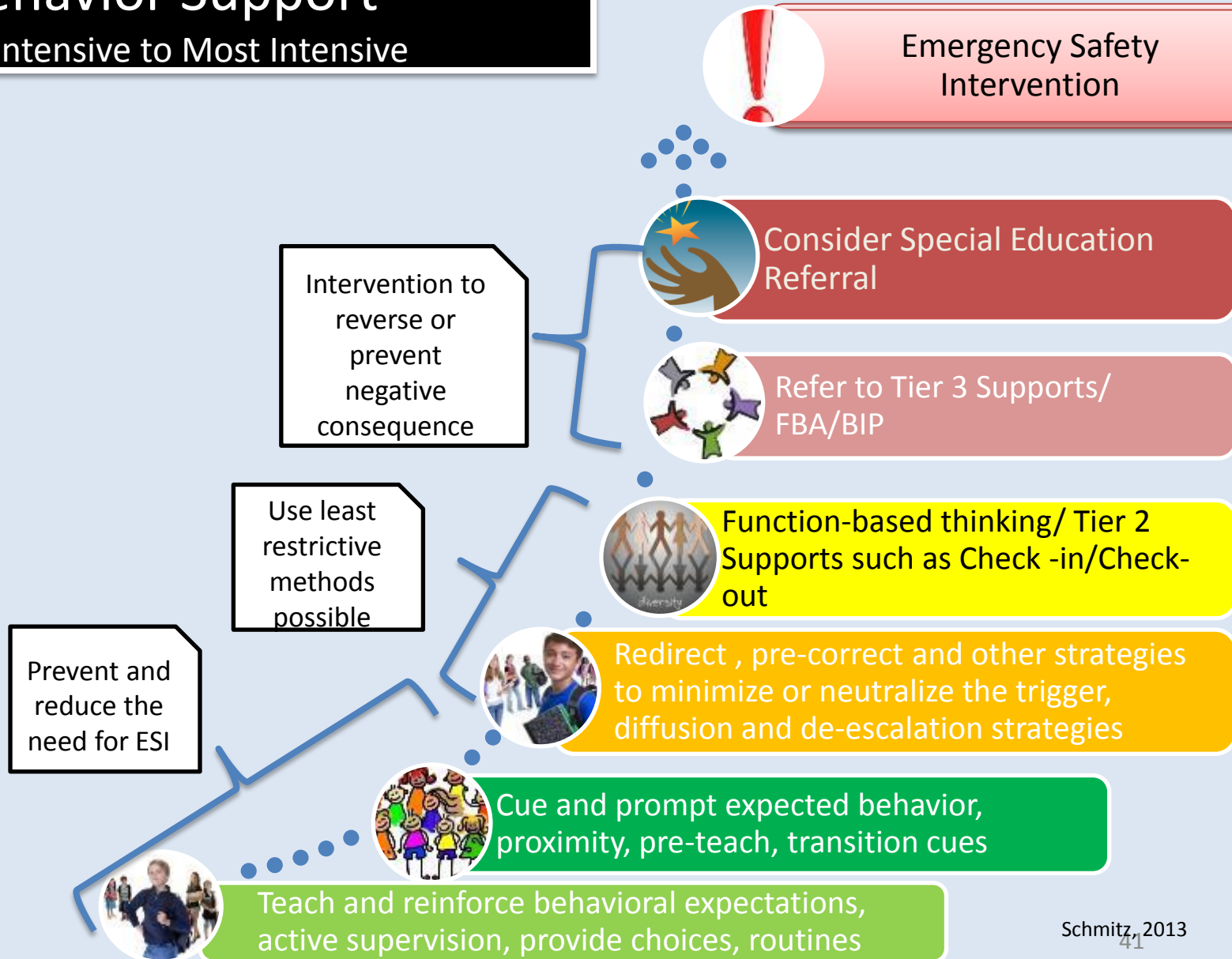
Continuum of Behavior Support

Least Intensive to Most Intensive

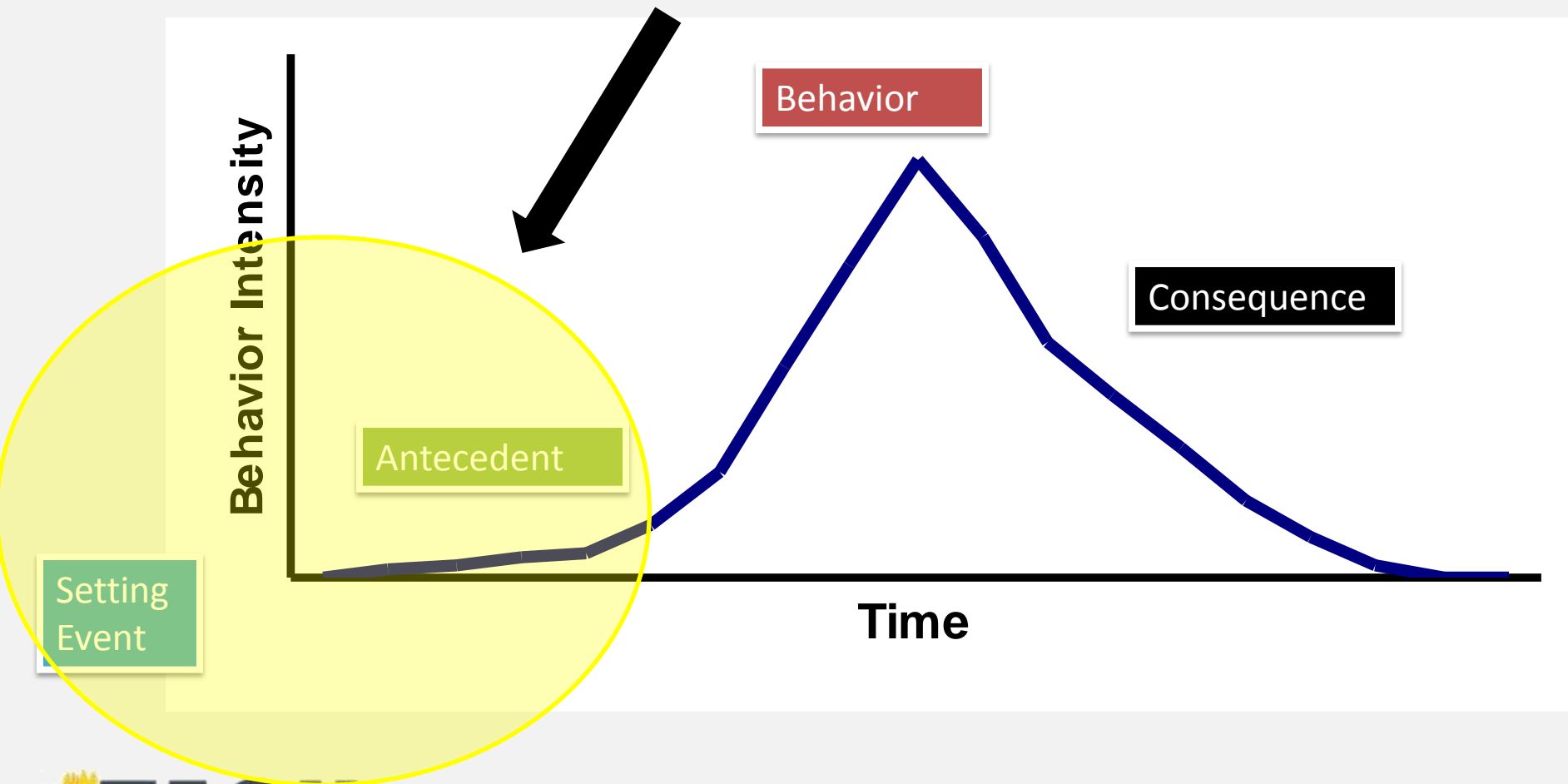
More

Resources Required

Less



“The best time to intervene on problem behavior is when the behavior is not occurring” (Carr et al., 2002, p.9)



Examples of ESI Prevention Related Training Topics

- De-escalation—
Identifying triggers and
intervening early
- Universal screening for
behavior
- Functional
communication
- Function-based thinking
- School Culture/Climate
- Continuum of behavior
supports
- Bullying prevention
- SECD standards and
curriculum
- Teaching expectations
- Classroom management
- Differentiated instruction
- Conflict resolution
- Culturally relevant social
skills instruction
- PBIS/MTSS

Data Collection and Review of All Instances of ESI

- Districts shall establish a procedure for the collection, maintenance, and periodic review of the use of ESI at each school.
- Districts shall develop a system to collect and maintain documentation for each use of an ESI.
- Information maintained by the school on the use of ESI shall be compiled and submitted, at least biannually, to the district superintendent or district designee.

Uses for ESI Data

- To **inform training needs**
- Identify **effective alternatives** to ESI
- To **assess effectiveness of interventions, and allow for changes to the plan when interventions are not successful**
- Analyze data **regularly**

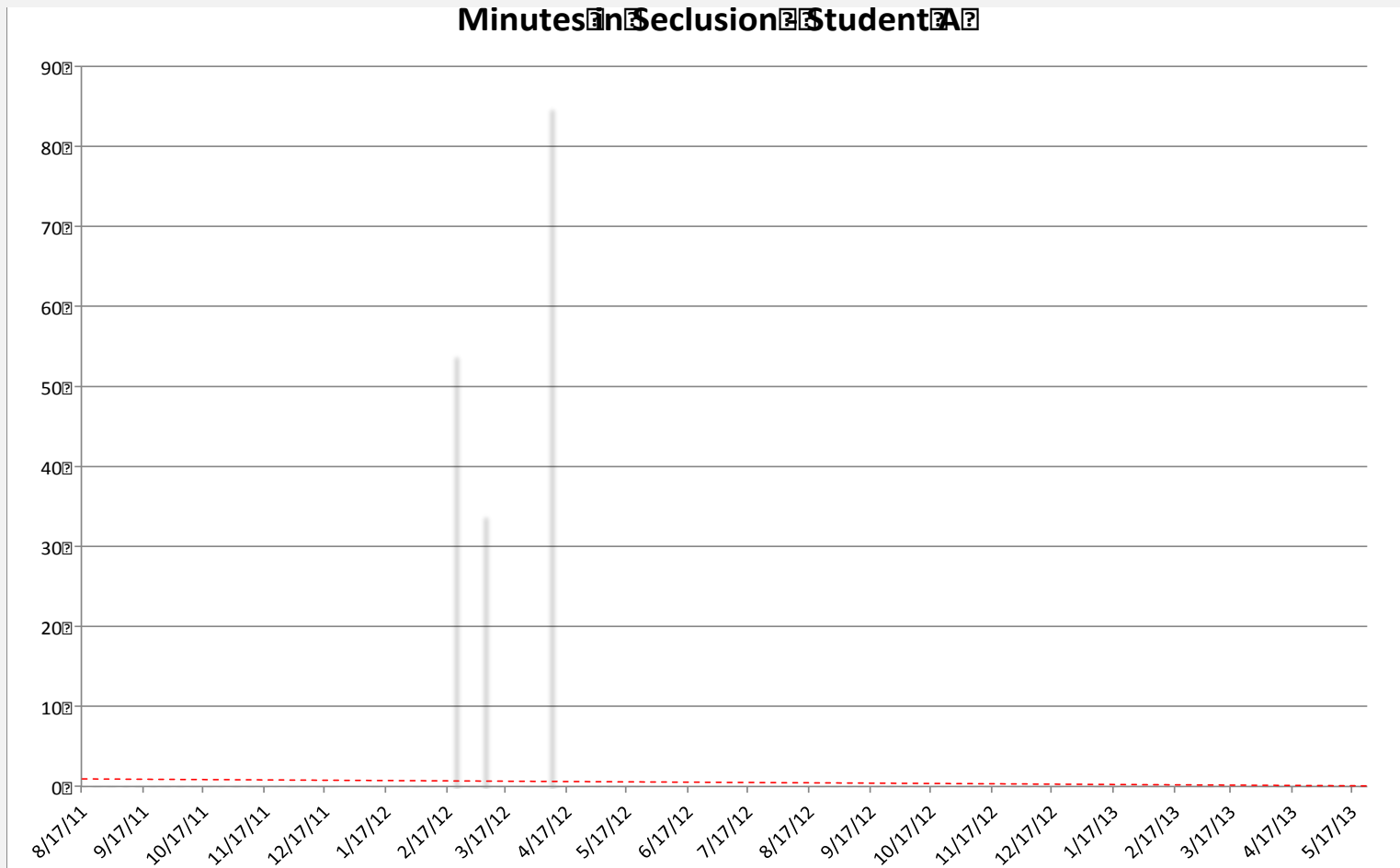
Questions to Help Analyze Building Data

- ESI has been used with what percentage of students?
- With how many students has ESI been used more than once?
- When does ESI occur most often?
 - Month
 - Day
 - Time
- Where does ESI occur most often?
- What situations are identified as leading to an ESI?
- What other data can help us “dig deeper” to analyze the problem?

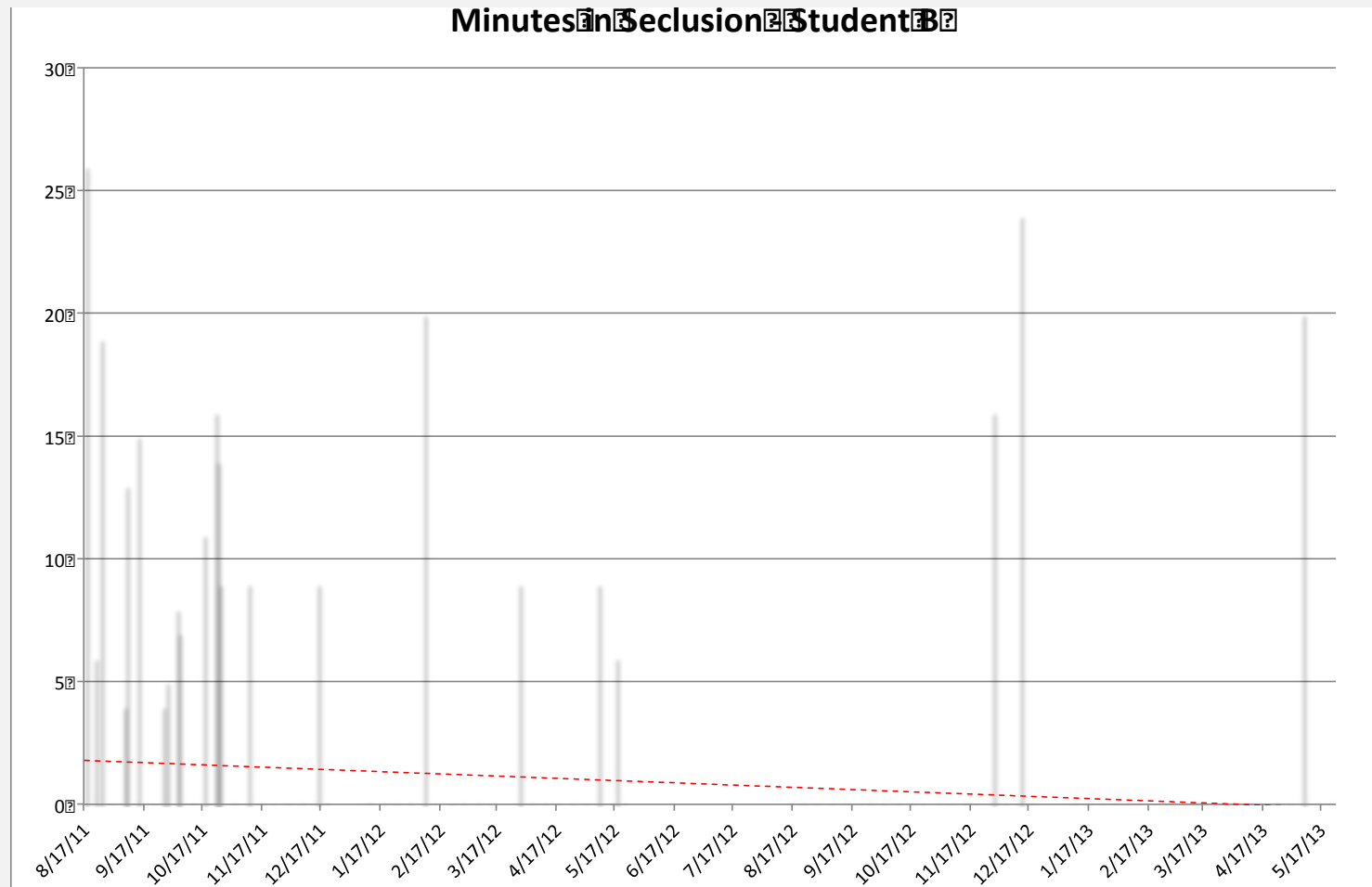
Analyzing ESI Data

- Under what conditions was ESI used? What specific procedure was implemented?
- How long was the procedure used? Who was involved in the situation?
- What happened immediately and later after ESI was terminated?
- How was debriefing conducted (e.g., by whom, when, where) and what were the outcomes?
- What preventive strategies were/could be put in place?

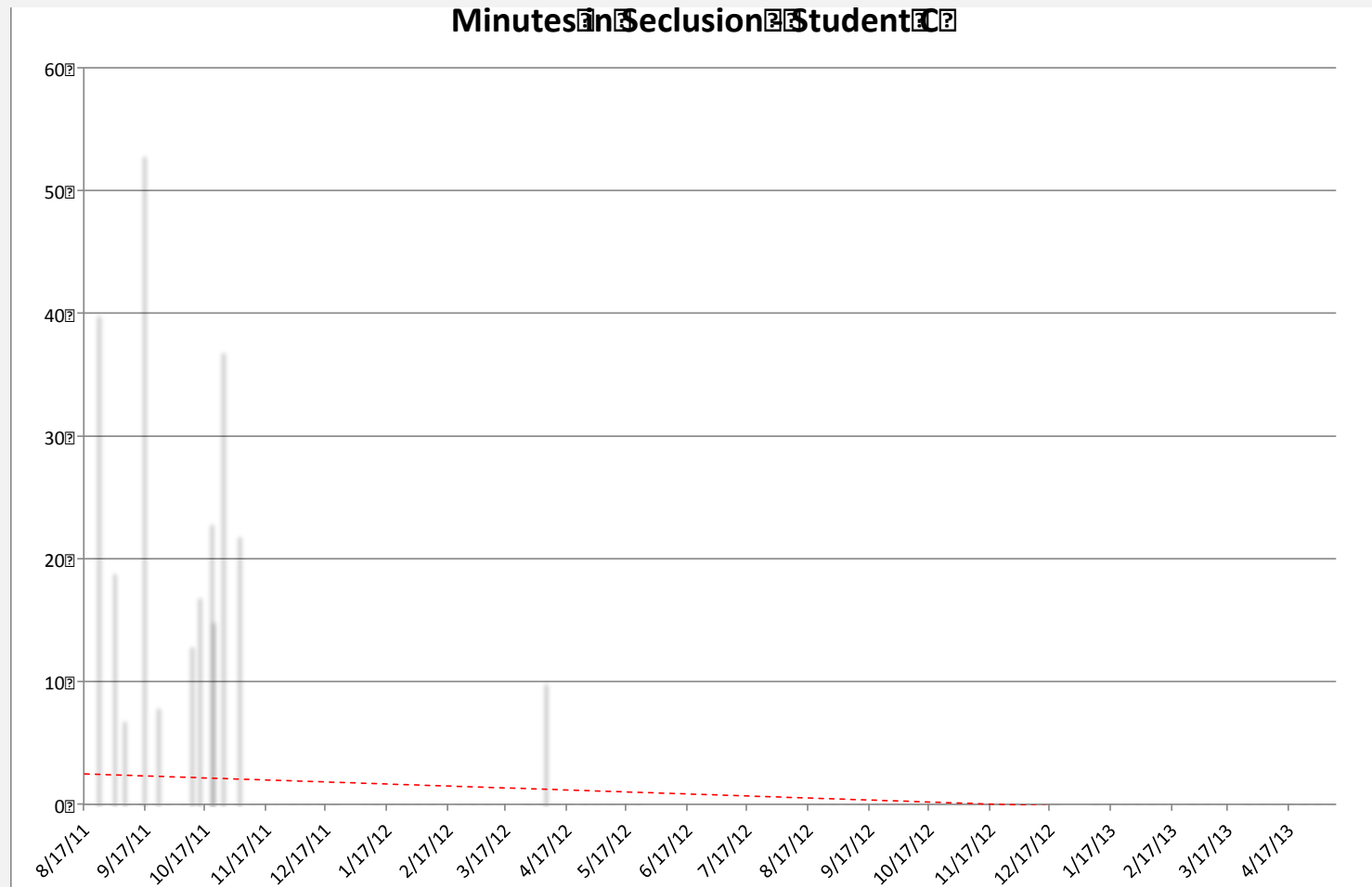
Example of Individual Student ESI Data



Example of Individual Student ESI Data



Example of Individual Student ESI Data



Crisis Procedure Review: Checklist for Educators
(based on Simonsen, Sugai, Freeman, Kern, & Hampton, in revision)

Questions for Educators		Yes	No	?
1	Did the behavior present a risk of serious or imminent injury?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Have you been trained in crisis procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Did you attempt redirection or verbal de-escalation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Did you attempt evasion for yourself and others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Was the risk of <i>not</i> performing a crisis procedure (e.g., seclusion or physical restraint) <i>greater</i> than the risk of performing the crisis procedure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Did you use the least intrusive crisis procedure needed to maintain safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Would you have performed the procedure in the same way if the student's parent and/or representatives from your district/state were watching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Did you document (a) the antecedents leading up to the behavior crisis, (b) the exact events that occurred during the behavior crisis, and (c) the resulting crisis procedures and details of how they were used (when, where, for how long, by whom, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Did you review the student's behavior plan to (a) identify strategies that could be implemented with greater fidelity in the future, (b) additional strategies to prevent the behavior from escalating, or (c) revisions that would suggest the need for a new assessment and/or plan (e.g., reconvening the IEP or student-centered team)? Did you document this review?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Did you send documentation (#8 and #9) to the parent and required school and/or district level staff in accordance with your state's reporting procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key Messages

- ESI—FOR EMERGENCIES ONLY
- All behavior serves a purpose.
- Student behavior change starts with adult behavior change.
- Approach behavior change in the same manner academics are taught.
- Knowing what predicts problem behavior is the first step in preventing it.
- Diffuse behavior by interrupting EARLY in the escalation sequence/cycle.
- Prevent or reduce the use of ESI by using positive behavior interventions.

Building Level ESI Action Plan

	Who is responsible?	By When?	How will we know it is done?
What information do we need?			
Data Collection and Review			
Training/Support for Faculty and Staff			

2013-2014 Behavior Training Opportunities & Resources

- Behavior Training Event Link on KSDE TASN
- ESI Part 1 & Part 2 (recorded webinar), Early Childhood ESI, Safety First for Early Childhood, In the Driver's Seat,
- IRIS Ed – Reduce Classroom Behavior Problems (30-min. K-12 prof. development video course **FREE until the end of 2013**) <http://bit.ly/11DgCBv>
- MTSS Books in a Bag (book studies)
- Spring Behavior Training – ESI Data Based Decision Making & De-escalation
- TASN Event Email List www.ksdetasn.org
- Request assistance (the **BLUE** button) www.ksdetasn.org

Supports for Schools and Families

- Kansas State Department of Education
 - Resources and presentations.
 - <http://ksde.org/Default.aspx?tabid=3119>
- United States Department of Education
 - U.S. Department of Education, *Restraint and Seclusion: Resource Document*, Washington, D.C., 2012.
 - www.ed.gov/policy/restraintseclusion
- Technical Assistance System Network (TASN)
 - School and families may request assistance
 - www.ksdetasn.org
- Multi-Tiered Systems of Support (MTSS)
 - System-wide practices to support behavioral and academic needs
 - www.kansasmtss.org

Contact Information

- Deb McVey

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- Slides can be found on the KSDE TASN ESI Resource page:

<http://ksdetasn.org/cms/index.php/esi-resources>

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