

# Behavior Intervention, De-Escalation & DESE Prevention of Physical Restraint & Requirements If Used (603 CMR 46.00)



**Gardner Public Schools**

Updated: August 2023

# Training Agenda

The following topics will be covered during this training:

- Restraint prevention and behavior support policy and procedures;
- Use of time-out as a behavior support strategy distinct from seclusion;
- Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors; and other alternatives to restraint in emergency circumstances;
- Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- Administering physical restraint in accordance with known medical or psychological limitations or suspected trauma history, and/or behavioral intervention plans applicable to an individual student;
- Identification of program staff who have received in-depth training (Crisis Prevention Intervention-CPI) in the use of physical restraint;
- The role of the student, family, and staff in preventing restraint;
- Review any behavior plans pertaining to special techniques for identified students (if applicable); and,
- Review the use of time-out as a behavioral strategy for applicable programs. Staff/faculty will review the program procedure for obtaining principal approval of time-out for more than 30 minutes based upon a student's continuing agitation.

# Behavior Interventions and Continuous Learning

- All behavior has a function
- Staff attitude and behavior have a significant impact on student behavior they are attempting to manage
- Managing or de-escalating a potential crisis may depending entirely on how staff react or respond
- Staff must always consider their attitude and approach to a student in relation to a student's behavior
- Use safe and nonthreatening responses

The following slides offer some interventions including nonverbal, verbal, and paraverbal communication skills as well as empathetic listening skills which assist staff in avoiding and de-escalating potential crisis behaviors. Additional techniques and de-escalation are also provided in the attached policy.

# How do we respond?

- Be supportive, utilizing an empathetic non-judgmental approach.

## Goal:

- Seek first to understand; what is empathy and how do I show support?

## Influence of External Factors:

- How we approach the student
- A routine or change in routine
- Fear of loss in the student's life
- The student's need to be in the moment

## Influence of Internal Factors:

- Anything affecting Maslow's Hierarchy of Needs
- Issues at home, abuse, removal from the home, or interruption in home routine
- Student perception of what is important in the moment

# How Our Interventions Can Influence Outcomes

- Proxemics- Personal space in relation to student
  - *Distance*
  - *Gender*
  - *Culture*
  - *Personal Relationships*
- Kinesics- Body Language & Facial Expressions
  - *Gestures*
  - *Stance*
  - *Movement*
  - *Facial Expression*
- Haptics- Touch
  - *Handshakes*
  - *Hand holds*
  - *Back slapping, high fives*
  - *Pat on back or brushing up against someone*
- Verbal- What you say & how you say it
  - *Tone*
  - *Volume*
  - *Cadence*

# Paraverbal Communication

Paraverbal: the messages we transmit through tone, pitch, pacing, inflection of our voice

- Tone: DO NOT use sarcasm or challenging, threatening, or babyish tones.
- Volume: DO NOT be overly loud or authoritative.
- Cadence: DO NOT speak overly fast or excitedly.
- DO NOT EMBARRASS THE STUDENT!

# How can we tell?

- Students begin to escalate in their behavior
- Questioning begins in two forms
  - *First they ask for clarity*
    - Why do I have to? Why do I need to move?
    - I don't understand it?
  - *Then they move to rational detachment*
    - This is stupid, why do you always pick on me?
    - Why are you yelling at me?
    - Don't they pay you to teach me that?

# What should I be thinking of?

- Be simple and clear offering choices and limiting consequences
- Set limits that are reasonable and attainable
- Interrupt and redirect without ultimatums
- “When/then” statements not “If/then”
- When appropriate, rebuilding rapport with empathetic listening



# What is empathetic listening?

- It is an active process to discern what they are saying to you
  - *Non-judgmental*
  - *Give undivided attention*
  - *Listen carefully (focus on feeling and facts, not actions and outcomes for blame)*
  - *Allow for silence for reflection*
  - *Restate and paraphrase*

# Think of the response continuum:

R - Relax and downplay

E - Explain or ask

S - State or tell

P - Prompt, gesture, or sign

O - Options available

N - Nurture and recovery

S - Support

E - Engage and learn

# What should you do if faced with an emergency?

1. Use only the amount of force necessary to move or contain the student and prevent injury or harm to the student or others
2. Move the student to a close-by safe, protected area. This area should be free of breakable materials or materials that could be thrown
3. Have someone call for a trained staff member
4. If possible, have a partner help you escort the student and then remain with you and the student until the trained staff member(s) arrive

# The role of the student, family, and staff in preventing restraint

Students, families, and school staff each play a role in preventing restraint and ensuring the safety of the school community:

- *Students*- students should follow school rules and codes of conduct as outlined in district policies (e.g. student handbooks).
- *Families*- families should be made aware of school rules and codes of conduct, as well as district policies and procedures; regular communication between parents and school is important to facilitate family support.
- Families can offer valuable suggestions and alternatives that can help their child deal with stressful situations.

# The role of the student, family, and staff in preventing restraint

*School Staff-* staff should inform students and parents of school rules and district policies, and abide by school policies and procedures, including adherence to Massachusetts restraint regulations.

Staff must also promptly inform their Principal of the use of restraint and must provide a written detailed report to the Principal within one school working day.

Please review the following **required** documentation before continuing to the next slide:

- [JKAA - Physical Restraint Policy & Procedures](#)
- [CPI Master List](#)
- [Visual/Description of Holds](#)
- Identify and review any behavior plans pertaining to special techniques for identified students if applicable in your building (no students should be identified without Pupil Personnel Office approval as requirements must be met as indicated through the slide show)

*If employees have any questions regarding this training module or required documentation, please contact your direct supervisor or your school's principal.*

Please complete the following **required** training module before returning to this slide to confirm completion:

- [Prevention of Physical Restraint and Requirements If Used](#)

In order to complete this training, please proceed to the form linked below to confirm receipt of all documentation:

- [Certification of Completion of the Behavior Intervention, De-Escalation & DESE Prevention of Physical Restraint & Requirements If Used \(603 CMR 46.00\) Mandatory Training](#)