



INJURY PREVENTION AND MANAGEMENT

BEST PRACTICES FOR SCHOOL DISTRICTS:

Challenging Behavior Response Planning

- Upper Management/Leadership Commitment** to reduce restraints and seclusion. Important to have consortium of leaders. Clearly defined goal(s).
- Baseline Data** of restraint and seclusion from a distinct point with reflection. _____
- Employee Engagement/Participation** – internal champions – these are the culture carriers who are trained before roll-out and become trainers for sustainability.
- Workforce Training and Development-** Champions coach on a regular basis, feedback is gathered, and visuals provided
 - Staff know state laws and regulations around restraint and seclusion**
 - Trauma Knowledge and Engagement**
 - Sensory Processing and Environmental** considerations
 - Proactive Solutions** – Collaborative & Proactive Solutions, Collaborative Problem Solving
 - Neurosequential Model for Education**
 - Self-Regulation/Co-Regulation**
 - ALICE or other crisis response system**
 - Student-to-Student fight response**
 - Bystander training**
 - Social Emotional Learning (SEL)**
- Behavior Management Program – Team Response is best**
 - Rigorous training/retraining/practice/debriefing**
 - Name of Program in place** _____
 - All staff know how to call on Team**
 - Re-assess if current program is working – is focus on prevention & de-escalation?** Example: Ukeru
- School Resource Officers/ Local Law Enforcement** – roundtables or tabletop exercises with students & educators
- Dress Code/Personal Protective Equipment (PPE)**
- Identification of students with past issues**
- Comprehensive Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP) process.** Best when the plan is easily understandable and clearly provides actions for the teachers/paras to do to prevent and respond to behaviors. Actions of the adult need to be easily accomplished in a classroom filled with children.
- Actively **include students in discussions** – individual, small groups, round tables.
- Use of Consultants** – when needed.
- Recordkeeping and program evaluation** must be able to look back to see if it is working and what needs to be modified.
- Implement **Seclusion and Restraint Prevention Tools** (available online – free in the public domain)
- Rigorous Debriefing** – **after each restraint/seclusion-** acknowledge mistakes and learn – continuous quality improvement
- Injury Investigation** by safety committee/upper management
- Anti-Bully** Programs with hot line or tip line
- Suicide Prevention** program
- Mental Health** resources for staff and students
- Behavior Threat Assessment (BTA)** which emphasizes appropriate, caring, and beneficial response *not just arrest or other punitive responses.
- Plan for threats to your program** such as changes in leadership, staff, funding, priorities, and/ or resistance.