5C - Using PBIS to Build Staff Capacity for De-escalating Student Behaviors

**Presenters:**

- Brian Meyer, Midwest PBIS Network (IL);
- Bob Putnam, May Institute (MA);
- Meagan Dwyer, Special Education District of Lake County (IL);
- Joyce West & Amber Casavant, Gardner Public School District (MA)

- Oct 27, 2023
- **Topics:** Classroom PBIS
- **Keywords:** Discipline, Alternative Settings, Behavior
5C Learning Objectives

1. Understand how the essential elements of PBIS (Systems, Practices, and Data) are organized to prevent and respond to disruptive behavior

2. Understand how the phases of de-escalation are defined as related to student behavior, brain functioning, trauma, and equity

3. Learn how to support staff by developing consistent de-escalation routines, aligned with your current PBIS framework
Sydney is having a mental breakdown in a special education classroom when the 9-year-old girl tries — but fails — to pelt a police officer with a cracker.

“Not very good aim,” responds the officer... the police department in South St. Paul, Minnesota, called in for backup that day by school staff.

“What are you going to do?” the brash fourth-grader spits back before taking another shot.

Sydney, a victim of child abuse and neglect, suffers from multiple disorders and, as a result, struggles to regulate her behavior and emotions. She fell into an hours-long fit of rage after not wanting to go to Spanish class, including wielding a pair of scissors, throwing a chair against a classroom window and biting and kicking her teacher. She landed blows on several of the adults in the room and by the time the cops arrived, school staff had already restrained Sydney in an effort to de-escalate the situation.

“If you get it into my mouth, I’ll eat it,” the officer tells the overwrought girl in an exchange that student disabilities experts saw as taunting, and one called “really disturbing.”

Sydney throws two more crackers before she climbs onto a high cabinet, rips a speaker off the wall and flings it to the ground. At this moment, it seems most likely the student could hurt herself, yet it isn’t until she scampers down and jabs a SMART Board with a marker that the adults move in.

As teachers press down on her arms and shoulders, two police officers join in. The officers hold Sydney to the carpet by her kneecaps as she tries to break free, squirming and whimpering in distress. Eventually, she lets go of the marker, stops resisting and her 75-pound body goes limp.

Published: March 3, 2022. The 74Million
How much time do you spend preventing problem behavior vs. responding to problem behavior?
Do you provide faculty wide training on the de-escalation of challenging behavior?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Yes, at the beginning of the school year - less than 61 minutes</td>
<td>22%</td>
</tr>
<tr>
<td>Yes, at the beginning of the school year and throughout the school year - less than 61 minutes</td>
<td>11%</td>
</tr>
<tr>
<td>Yes, at the beginning of the school year - more than 61 minutes</td>
<td>0%</td>
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<tr>
<td>Yes, at the beginning of the school year and throughout the school year - more than 61 minutes</td>
<td>56%</td>
</tr>
<tr>
<td>None of the above</td>
<td>11%</td>
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</table>
If you are a behavioral responders (e.g. having a walkie talkie) how much time on the average do you spend responding, completing paper work, and following up (6 hour day)

- Less than 5% of my day: 0%
- Less than 10% of my day: 0%
- Less than 25% of your day: 13%
- Less than 40% of my day: 38%
- More than 40% of my day: 50%
How well do you implement PBIS?

- We don't implement PBIS: 38%
- We implement PBIS but we don't measure fidelity with a standardized fidelity measure e.g., TFI, SAS: 41%
- We implement Tier 1 PBIS and use a standardized fidelity measure e.g., TFI, SAS: 16%
- We implement Tier 1 and 2 PBIS and use a standardized fidelity measure e.g., TFI, SAS at each tier: 5%
- We implement Tier 1, 2 and 3 PBIS and use a standardized fidelity measure e.g., TFI, SAS at each tier:
Improving Tier 3 Implementation and Outcomes in a High-Needs School

This brief summarizes a model demonstration examining the impact of both (a) improved Tier 3 implementation fidelity, as measured by Tiered Implementation Fidelity (TIF) and the Self-Assessment Survey (SAS) 4.0, and (b) an improved implementation of individual behavior support practices in a high-needs elementary school in a rural area in the northeast. The information learned from this model demonstration may assist others working in and supporting schools in similar settings.

**Topic(s):** Students with Disabilities  Mental Health/Social-Emotional-Behavioral Well-Being

**Published:** July 31, 2023  
**Revised:** July 31, 2023

**Keywords:** Assessment  Behavior  FBA/BIP/BSP  Fidelity  Intensive  Tier 3

**Suggested Citation:** St. Joseph, S., Putnam, R., Racine, J., West, J., & Casavant, A. (July, 2023). Improving Tier 3 Implementation and Outcomes in a High-Needs School. Center on PBIS, University of Oregon. www.pbis.org

[Link to resource](https://www.pbis.org/resource/improving-tier-3-implementation-and-outcomes-in-a-high-needs-school)
Yesterday’s Presentation at this Forum

3H - Scaling Up Tier 3: A Model Demonstration
- Stephanie St. Joseph & Bob Putnam, May Institute (MA); Amber Casavant, Gardner Public Schools (MA)
THANK YOU

- Katherine Strickland-Cohen (UO), Katherine Meyer (Uconn), Bob Putnam (May Institute), Laura Kern (USF), Brian Meyer & Ami Flammini (MWPBIS)
- Terry Scott, University of Louisville
- Cindy Anderson, University of Oregon
- Rob Horner, University of Oregon
- Loman, Strickland-Cohen, Borgmeier, & Horner, 2013


https://www.pbis.org/resource/strategies-for-de-escalating-student-behavior-in-the-classroom
What do we think went wrong in Sydney’s case?

- Poor Policy
- Ineffective Practices
- Adult Inconsistency
- Relying on Police to De-escalate
- Missing Professional Development
- Not “Predicting and Preventing” / Data-based Decision Making
- Stigma of “Mental Health”
- Lack of Family Engagement
- Low Staff Confidence
- Low Staff Competence
- Relying on Administrator to De-escalate
- Lack of Engagement
The “Crisis Cycle” in a school

Help’s need is met

“Help” responds to student

Student displays a behavior

Teacher responds to behavior

Student responds to teacher

Teacher contacts “Help”

Teacher’s need is met

Student’s function is met
Problems with current approaches to de-escalation

- Misuse of restraint/seclusion
- Bad policies - or - Policy without supports
- Inconsistent adults
- Only focusing on interventions
- More about responding, less prevention
- Over reliance on “referral” logic
- Complicated for staff
- Blame
Q: How would you conceptualize de-escalation within the PBIS framework?

PBIS organizes your school, and integrates your initiatives, to achieve desired outcomes through understanding your data, implementing a continuum of practices, supporting staff through systems, and prioritizing equity.

5 Essential Elements of PBIS

Midwest PBIS Network 4/5/22
https://www.pbis.org/blueprint/implementation-blueprint
Advantages of a PBIS Framework

• Promotes effective decision making
• Improves climate & learning environment
• Changes adult behavior
• Reduces punitive approaches
• Evaluates effectiveness of current practices
• Improves student academic performance
**Tier I Prevention:**
The core practices all staff use with all students...

**Tier II Prevention:**
Intensifying the Core Tier 1 practices (increased frequency, structure, and feedback) when more support is needed for specific skills among small groups...

**Tier III Prevention:**
Individualizing the core Tier 1 and Tier 2 practices...

...in order to achieve our [insert school-wide expectations here] and the social-emotional-behavioral success of our students and staff.

De-Escalation work starts here

~80% responding

~15%

~5%
Getting Started:
Align and simplify your CURRENT multi-tiered practices into FOUR Phases of De-Escalation

Phase 1: Prevention
Phase 2: Escalation
Phase 3: Crisis
Phase 4: Recovery & Restoration
These classroom practices have been identified to improve the likelihood of appropriate behavior and decrease problem behavior, while increasing academic learning time.

6 Classroom Practices

1. Physical environment
2. Establish Expectations, Rules, Routines (i.e. Classroom Teaching Matrix)
3. Active Supervision
4. Encouraging Appropriate Behavior
   Strategy examples:
   • Direct instruction of expectations, rules, routines
   • Preventative Prompts
   • Specific Praise for Behavior
   • Individual Reinforcers
   • Class-Wide Group Contingency
5. Continuum of Responses for Inappropriate Behaviors
   Strategy examples:
   • Praise other students/groups
   • Specific Error Correction
   • Regulate, Relate, Reason
   • Etc.
6. Engagement & Opportunities to Respond

Rev 7-27-19. Midwest PBIS Network. Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women’s University).
# De-Escalation Matrix

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Escalation</th>
<th>Crisis</th>
<th>Recovery &amp; Restoration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calm</strong></td>
<td><strong>Agitation</strong></td>
<td><strong>Peak</strong></td>
<td><strong>De-escalation</strong></td>
</tr>
<tr>
<td>Regulated</td>
<td>Acceleration</td>
<td>Dysregulated</td>
<td>Recovery</td>
</tr>
<tr>
<td></td>
<td>Regulated or Dysregulated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Active Supervision

**Encouraging App. Behavior:**
- Instruction of behavior
- Instruction of regulation routines
- Specific Praise
- Individual Reinforcers
- Group Contingencies
- Proactive Circles (RP)

## Academic Engagement & Opp to Respond

- Y: Accept Feedback Routine
- Y: Regulation Routines
- Y: Relationship Routines
- Y: Self-Awareness Routines

## Continuum of Strategies to Respond to Inappropriate Behavior:
- Physical Proximity
- Signal
- Praise behavior in others
- Praise approximations
- Specific Error Correction
- Prompt use of regulation routines
- Etc.

## Crisis Support Routine

- Safety Routine
- Y: Regulation Routine
- A: Safety Routine
- Y: Accept Feedback Routine
- A: Crisis Routine
- A: Self-Regulation Routine
- A: Re-integration Routine

## Recovery Practices

- Regulate
  - Use of regulation routine
- Relate (Connect with youth)
  - Specific Praise
- Reason
  - Affective Questions (RP)
  - Instruction of Behavior
  - Restore/Restitution

## Systems

- Installation and fidelity of classroom practices
- Installation and fidelity of classroom practices
- Classroom Practices
- Staff Self-Care
- Safety Procedures
- Data Collection/Document
- Post-Event Analysis/FBA

## Youth Behavior (C&S, 2015)

## The Brain

## Teacher Practices
# Williams HS Classroom 214 Rules (Examples)

## The Williams HS Way

### Kind
- Raise hand
- Track the speaker
- Follow directions
- "Say "good morning" to teacher and classmates"
- Talk in soft voices

### Responsible
- Walk quietly
- Keep hands and feet to self
- "Put personal belongings in designated areas"
- Take your seat

### Achieving
- Stay on task
- Offer to help
- "Apologize for mistakes"
- Turn in homework
- "Put materials in desk"
- Begin work

## Classroom 214 Routines rev 8-15-23

<table>
<thead>
<tr>
<th>Welcome</th>
<th>Group Work</th>
<th>Online</th>
<th>When you feel upset...</th>
<th>How to Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say &quot;good morning&quot; to your peers</td>
<td>Consider feelings of others before I post</td>
<td>Stop; take slow deep breath</td>
<td>Clean up your area</td>
<td></td>
</tr>
<tr>
<td>▪ Listen to your peers</td>
<td>▪ Talk in soft voices</td>
<td>▪ Signal use of Regulation Routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Raise hand</td>
<td>▪ Listen to your peers</td>
<td>▪ Consider feelings of others before I post</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Track the speaker</td>
<td>▪ Follow directions</td>
<td>▪ Upstanders speak for others</td>
<td></td>
<td></td>
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<tr>
<td>▪ Talk in soft voices</td>
<td>▪ Listen to your peers</td>
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</table>

## Teachers' Role (Conditions for Learning)

- Supervise all areas of classroom
- Greet Students warmly
- Bell to bell activity posted
- Practice regulation routine 2x/week; whole group at neutral time

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Know what triggers you
(it takes two to argue)

**What is it?**

Efforts by a youth following an error correction, to avoid something or get something. May also be a flight-fight-freeze trauma response.

**Why does it work?**

These behaviors push the buttons of the adult; adults become dysregulated. Adults take the behavior personally. Students learn to keep doing the behaviors when they are successful.

### Acceleration Behaviors¹:

1. **Badgering**
   - “please, please, please, please?”

2. **Intimidation**
   - Temper tantrums, aggression, threats

3. **Threat**
   - “I'm going to run away”

4. **Martyrdom**
   - “Why do you hate me?”

5. **Butter Up**
   - “You are my favorite teacher”

6. **Physical**
   - Fighting, property damage

### Response Strategies*

- **A) Ignore the “content” of the behavior**
  - Do not respond to the youth tactic.

- **B) Teach to the original behavior/Stay on topic**
  - Specific Error Correction
  - Reminder of regulation routine
  - Offer space and/or time Use Crisis Teaching if the behavior continues or escalates.

- **C) [As needed] Use your own previously practiced self-regulation routine**

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*Always ensure safety first when responding to behavior*
Big Ideas
Prevention & Escalation Phases

Are these strategies new?

Are they being implemented?
Are they implemented with fidelity?
Are they working?

Practice “Avoiding Content” when addressing accelerated behaviors
## Audit of Current Social Emotional Behavioral Supports

### PRACTICES

List the Current Practices provided to all, groups, or individual students for support:
- e.g. Community-wide reinforcer for expectations, Check-in Check-out, etc.

### FIDELITY

Date and data last time the practice was checked for fidelity
e.g. 9/14: 83% items in place

### OUTCOMES

Date and data last time student outcomes were reported
e.g. 10/3: 78% (18/23) students achieving goal

| Tier 1 – All settings and classrooms have positive rules aligned to SW expectations and posted | 10/24 walk-through; 92% in place | 10/24 84% of students knew the expectations, and could point to the rules |
| Tier 1 – Teachers teach the skill of the week 3 mornings each week | 11/4 self-report: 72% in place | 11/21: 18% reduction in behaviors related to the previous skill of the week (SWIS data) |
| Tier 1 – Teachers use specific praise for behavior at a 5:1 ratio to corrections | 9/30 peer-observation: **54% in place** | 9/30: 12% of students earned an ODR in past 30 days |
| Tier 1 – Teachers use the 5 skills from our responding to problem behaviors routine | **We haven't** | |
| Tier 1 – Crisis Response Routine | 10/5 direct observation tool; 86% avg | 10/5 Duration of crisis events decreased by 21% compared to prev year at this time. |
| Tier 2 – Check-in Check-out | 10/15 CICO-FIM 83%; 87% Student Questionnaires | 10/15: 73% on CICO earned goal |

#### Discuss:

What is an action step for you from this activity?

How do your teams progress monitor practices?
Dysregulation

Student needs support to regulate their behavior and emotions.

Student is unable to follow simple instruction.

What teachers can do
- Use the established Crisis Support Routine
- Follow the established Safety Routine

What PBIS Teams can do

Peak

Dysregulated

Crisis Support Routine

Safety Routine

Y: Regulation Routine
A: Safety Routine
A: Crisis Routine
A: Self-Regulation Routine

Safety Procedures
Crisis Support Routine

What is it?

An adult routine to help staff stay regulated, maintain patience, ensure consistent adult implementation, and support students in behavioral crisis/dysregulation to regain self-control.

Midwest PBIS Network 4/1/22
Example Crisis Support Routine

Step 1: Regulate [choose one]:
- Praise approximations - or -
  i.e. Praise any component of behavior
- Non-Verbal prompt of regulation routine - or -
  Previously taught and practiced
- Offer time and space

Step 2: Relate to Student [choose one]:
- Sincere words of empathy (brief) - or -
- Express concern (brief)
  Focus on overall SW expectations (e.g. Be Safe);
  Limit attention to inappropriate behavior

Step 3: Simple Instruction
- One simple instruction to assess regulation
  Focus on what student should do, rather than stop doing
Crisis Support Routine
What does it look or sound like?

1. “Good job lowering your voice”
2. “I know this can be hard”
3. “A good decision is to put your hands at your side

1. Non-Verbal [Staff demonstrate filling lungs and slow exhale to a count of four]
2. I want to help you Be Safe”
3. “Show me you understand and step down from the table”

1. Offer time and space [Non-Verbal or Verbal]
2. “You are staring out the window and seem frustrated
3. “Can you show me the square breathing routine we use?”
Crisis Phase Big Ideas

- Establish a SIMPLE Crisis Support Routine for Adults to follow
- Establish a consistent Safety Routine
- Practice

Decision Rules Needed:

- When is a student considered in crisis? (e.g. “not responding to three Specific Error Corrections in a row”)
- When is a student considered starting recovery? (e.g. “starting to follow simple neutral instructions 3 times”)
- Consequences/amends are not discussed during phase
De-escalation and Reconnection

Student is able to regulate and re-integrate back into the classroom

What teachers can do
- Assessing regulation by ability to follow simple neutral instruction
- Regulate/Relate/Reason:
  - Restorative Questions
  - Restorative Circle
- Document data; Debrief with team
  (Perry, 2013)

What PBIS Teams can do
Recovery & Restoration **Big Ideas**

- Check your regulation
- Welcome student
- Teach/Practice skills
- Restorative Conversation/Circle?
- Build Relationships
Exemplar from SEDOL
Who We Are...

- Public Therapeutic Day School in Special Education District of Lake County (SEDOL)
- Services two programs: Shaping Appropriate Behavior and ED Alt.
- Average 60-70 students in total, from 31 member districts
- Year 5 of implementation with PBIS, All 3 Tiers
What We Learned...

• Intentional Training in De-escalation is an absolute must
  • We could not rely on NCI/CPI to be enough

• Communicating on the stage of the Brain helps drive the approach

• Identifying when “in crisis” was individualized if the student was requiring higher level of support (Tier 3)

• Change is slow and steady, it took time to see the results
What We Did...

To comply with Public Act 102-0339: ISBE requires anyone who has used ITO/TO/PR in the last 3 years to have 8 hours of training in 5 areas, Crisis De-Escalation as one

- We adapted the PBIS materials to meet our population and culture/climate
- The staff abandoned in-person training and moved to virtual mini-lessons
  * We used short videos, released on Sundays to coach on practices
  * Teachers committed to having team conversations with the support staff and completed activities based on the videos to engage conversations
  * Tier 1 Team is working on fidelity checks and ensuring we are following using the tools
# What We Are Working On...

**“GLS” School (IL), PBIS Framework for organizing De-Escalation**

<table>
<thead>
<tr>
<th>DEESCALATION PHASES</th>
<th></th>
<th>Prevention</th>
<th>Problem Behaviors</th>
<th>Crisis</th>
<th>Recovery</th>
<th></th>
<th>After time with students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Calm”</td>
<td>“Agitation Acceleration”</td>
<td>“Peak”</td>
<td>“De-Escalation Recovery”</td>
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<tr>
<td>Before time with students</td>
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## PRACTICES

### Core Classroom Practices
- *Trauma Awareness*
- *Active Supervision*
- *Encouraging Appropriate Behavior*
- *Engagement & Opportunities to Respond*
- *Continuum of Strategies to Respond to Inappropriate Behavior*
- *Crisis Teaching Routine*
- *Recovery Routine*
- *Adult Wellness*

### Ukeru/NCI/ CPI
- *Trauma Awareness*
- *Supportive Directive (Verbal Escalation Continuum)*
- *Use of blocking mats*
- *Therapeutic Rapport (COPING model)*
- *Debrief*

## DATA

- Monthly Team review of intervention/systems data
- Incident Referral Documentation

## SYSTEMS

- Monthly Team Meeting
- *ALSUP*
- *Training Trauma Awareness*
- *Adult Wellness*
- *Create Plan B with student*
- *Use Plan B*
- *Coaching (Crisis Teaching Routine)*
- *Coaching (Adult Wellness)*
How it’s Helped our Students...

- Our students are increasing their use of coping skills with physical aggressive behaviors
  - 2022/23 SY= 359 physical restraints
  - 2023/24 SY= 59 physical restraints, 29 referrals

- Crisis are becoming more predictable and quiet for students
Gardner Elementary Case Example: Strategies for De-escalating Behavior

National PBIS Leadership Forum
October 26-27, 2023
Robert Putnam - May Institute
Amber Casavant - MTSS/PBIS District Coordinator
Gardner Public Schools

Student enrollment: 2400
4 Schools:
   Elementary PK-4
   Middle School 5-7
   High School 8-12
   Alternative School 9-12
Student Demographics

Race and Ethnicity

- African American: 3.4%
- Asian: 1.5%
- Hispanic: 26.7%
- Native American: 0.3%
- White: 61.1%
- Native Hawaiian, Pacific Islander: 0%
- Multi-Race, Non-Hispanic: 7%

Selected Populations

- First Language not English: 12.1%
- English Language Learner: 7.2%
- Students With Disabilities: 22.1%
- High Needs: 70.6%
- Low-Income: 63.8%
Baseline Annual Strategies/Interventions for De-escalation Prior to MTSS/PBIS

**Escalation/Crisis**
Mandatory Training All Staff - 1st week school (physical proximity, verbal de-escalation, safety procedures, crisis support, district policies/protocols)

**Escalation/Crisis/Recovery**
Crisis Prevention Institute (CPI) training to all Admin and sub separate program staff - 1st week of school and ongoing refreshers as needed
20-21 & 21-22
Strategies/Interventions for De-escalation with MTSS/PBIS

Continued with Escalation/Crisis/Recovery and Added Prevention and Increased Escalation Strategies

• Active Supervision
• Encouraging Appropriate Behavior
• Core Elements of PBIS
• Calm Corners and Take a Break for Staff
• Data Based Decision Making - SWIS
Initial Outcomes

Following 20-21 & 21-22 Strategies and Interventions with MTSS/PBIS
Decreasing Exclusionary Practices

Waterford St. School
Major Office Discipline Referrals
School Year 2019-2020 vs. 2021-2022

42% decrease
Distribution of ODR’s

Waterford Street School
Students with Major Office Discipline Referrals
School Year 2019-2020 vs. 2021-2022

Sept 2019 – Jan 2020
9% 4% 87%

Sept 2020 – Jan 2021
2% 3% 95%
Decrease in ODR’s for SWD

Total Major ODRs per Month for All SWD in 2021-2022

- Sep: 85
- Oct: 169
- Nov: 138
- Dec: 83
- Jan: 31
- Feb: 50
- Mar: 94
- Apr: 7
- May: 23
- Jun: 16
Improvement in Restraint Data
Elementary Schools Combined

Elementary Total Number of Restraints 19-20 vs 21-22 SY

- 19-20: 30
- 21-22: 19
22-23 SY Unintended Reversal: Return to Baseline

MTSS/PBIS Strategies and Interventions were no longer in place with **FIDELITY**
WHY?
22-23 Context and Variables

➢ Two Elementary Schools merged into one - over 1,000 students grades preK-4
➢ Annual 1st week of PD for all staff not completed for prevention PBIS/MTSS
➢ Two teams of mental health staff/admin merged into one team
➢ Physical environment of new school posed safety risks for students eloping/bolting
Prevention Strategies No longer in place
(PBIS/MTSS trainings did not occur at start of school year, not in place with fidelity)
Change in Outcomes 22-23SY

Following Unintended Reversal (i.e. MTSS/PBIS Prevention Strategies/Supports no longer in place with FIDELITY)
Increased focus on MTSS/PBIS Tier 3 - TFI Scores increased by 55% since 2021
Restraint Data 22-23 SY Improvements in **Frequency** throughout the year

GES 22-23 SY Average # Restraints Whole School per day per month (total/number of school days in the month)

Decreasing trend throughout the year as De-escalation Strategies were put back into place
Restraint Data 22-23 SY Improvements in **Duration** throughout the year

![Bar Chart](chart.png)

**Decreasing trend** throughout the year as De-escalation Strategies were put back into place.
23-24 SY Return to Intervention

Learning From Mistakes - Continuous Improvement
MTSS/PBIS Strategies/Supports In place with **FIDELITY**
23-24 Strategies/Interventions for De-escalation

Prevention focus with MTSS/PBIS core elements back in place at start of school year
23-24 Additional MTSS/PBIS Prevention Strategies/Interventions

- Trauma Informed Care and Compassionate ABA Training(s) for all staff
- All PBIS coaches trained in additional de-escalation strategies presented in today’s PD
  - 4 Phases of de-escalation
  - Calm/Regulated /Staff Self Management
  - Vulnerable Decision Points
  - Neutralizing Routines
  - Reframing

PBIS coaches created PD plan for training all staff in additional de-escalation at 1st Coaches Meeting 10/2 to be rolled out at November ½ day PD at all schools
23-24 SY Preliminary Outcome Data

Return to Intervention
Restraint Data (September) Across Years: ABAB

GES Total # Restraints Month of September Across Years (ABAB)

<table>
<thead>
<tr>
<th>Year</th>
<th>BL: prior to MTSS/PBIS Prevention</th>
<th>Intervention: MTSS/PBIS Prevention</th>
<th>Return to BL</th>
<th>Return to Intervention</th>
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<tbody>
<tr>
<td>19-20</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>2</td>
</tr>
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<td>21-22</td>
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<td>22-23</td>
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<td>23-24</td>
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</tbody>
</table>
Current Restraint Data (September) Avg per School Day

GES Average# Restraints Per school Day September 2023 vs 2024

- 2022-2023: 0.5
- 2023-2024: 0.1
Current Restraint Data (September) % Student Population

GES Restraints % of Student Population September 2023 vs 2024

- 2022-2023: 0.30%
- 2023-2024: 0.0009%
Takeaways

★ Focus on Prevention (tier 1 level PBIS/MTSS) for de-escalation strategies/routines at the Classroom Level

★ Focus on Staff de-escalation/regulation as well as Students

★ Anytime you can create SW expected routines for de-escalation strategies and work on fidelity of those routines
Q & A

• What has reinforced your thinking?
• What has challenged your thinking?
Please Complete this Session’s Evaluation

10/27/2023
Session ID- 5C - Using PBIS to Build Staff Capacity for De-escalating Student Behaviors

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   Click “Take Survey" under the session description.

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   Scan the code on this slide.

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