



# 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*



*As you get seated, Please read and reflect on why you are here today*

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.

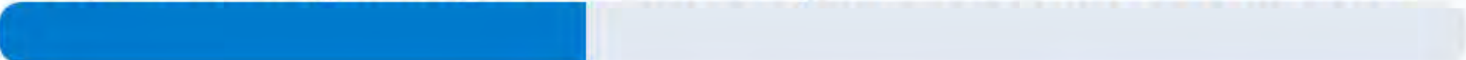
**Published: March 3, 2022. The 74Million**

<https://www.the74million.org/article/police-cam-videos-cops-educators-restraint-kids-in-crisis/>

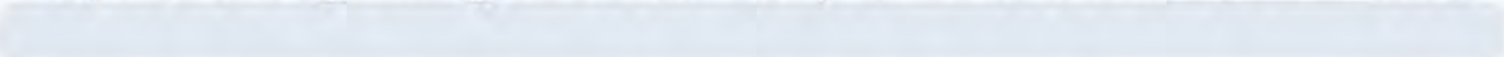
How much time do you  
spend preventing problem  
behavior vs. responding to  
problem behavior?



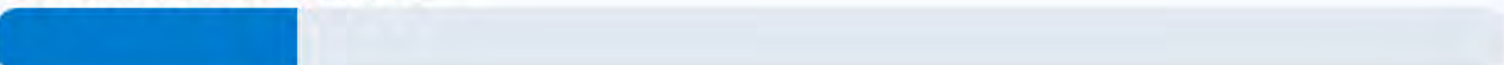
## Do you provide faculty wide training on the de-escalation of challenging behavior?

Yes, at the beginning of the school year - less than 61 minutes  22%

Yes, at the beginning of the school year and throughout the school year - less than 61 minutes  11%

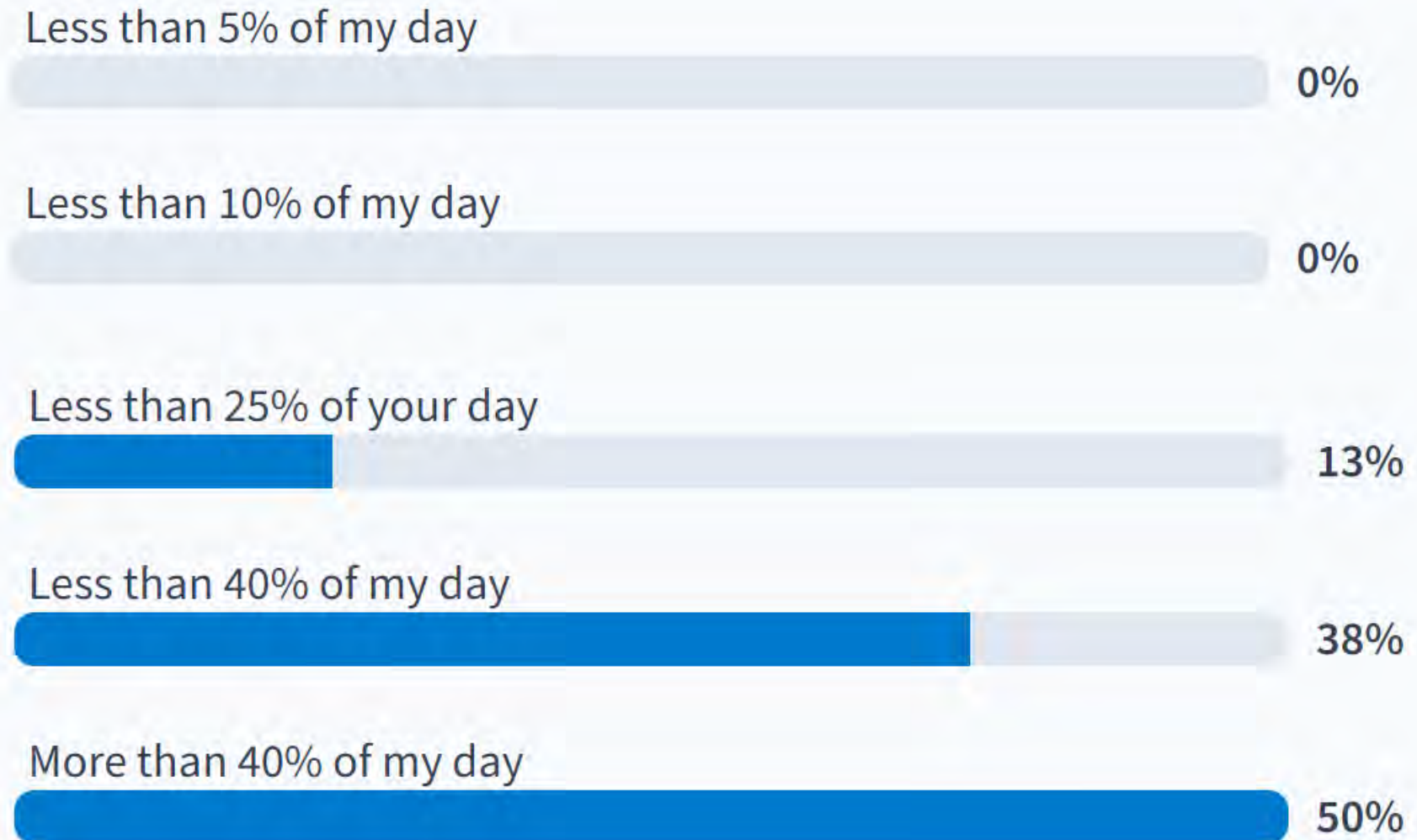
Yes, at the beginning of the school year - more than 61 minutes  0%

Yes, at the beginning of the school year and throughout the school year - more than 61 minutes  56%

None of the above  11%



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)



## 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 (TFI) 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.

Download Resource



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Tweet

Evaluation Briefs: PDF

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

**Published:** July 31, 2023

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**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](http://www.pbis.org).

<https://www.pbis.org/resource/improving-tier-3-implementation-and-outcomes-in-a-high-needs-school>



National PBIS Leadership Forum



# *Yesterday's Presentation at this Forum*

## **3H - Scaling Up Tier 3: A Model Demonstration**

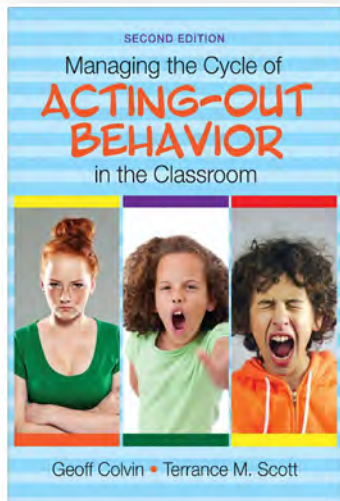
*.Stephanie St. Joseph & Bob Putnam,  
May Institute (MA); Amber Casavant,  
Gardner Public Schools (MA)*



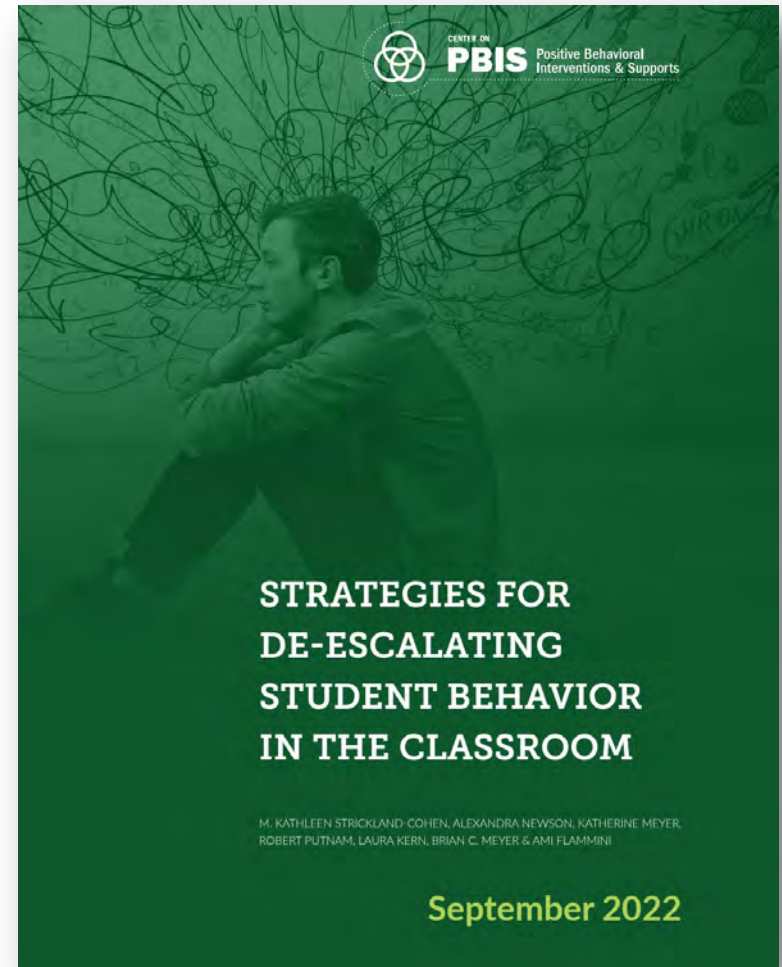


# THANK YOU

- 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



Colvin, G., & Scott, T. M. (2015). Managing the Cycle of Acting-Out Behavior in the classroom, Second Edition. Thousand Oaks: Corwin A SAGE Company.

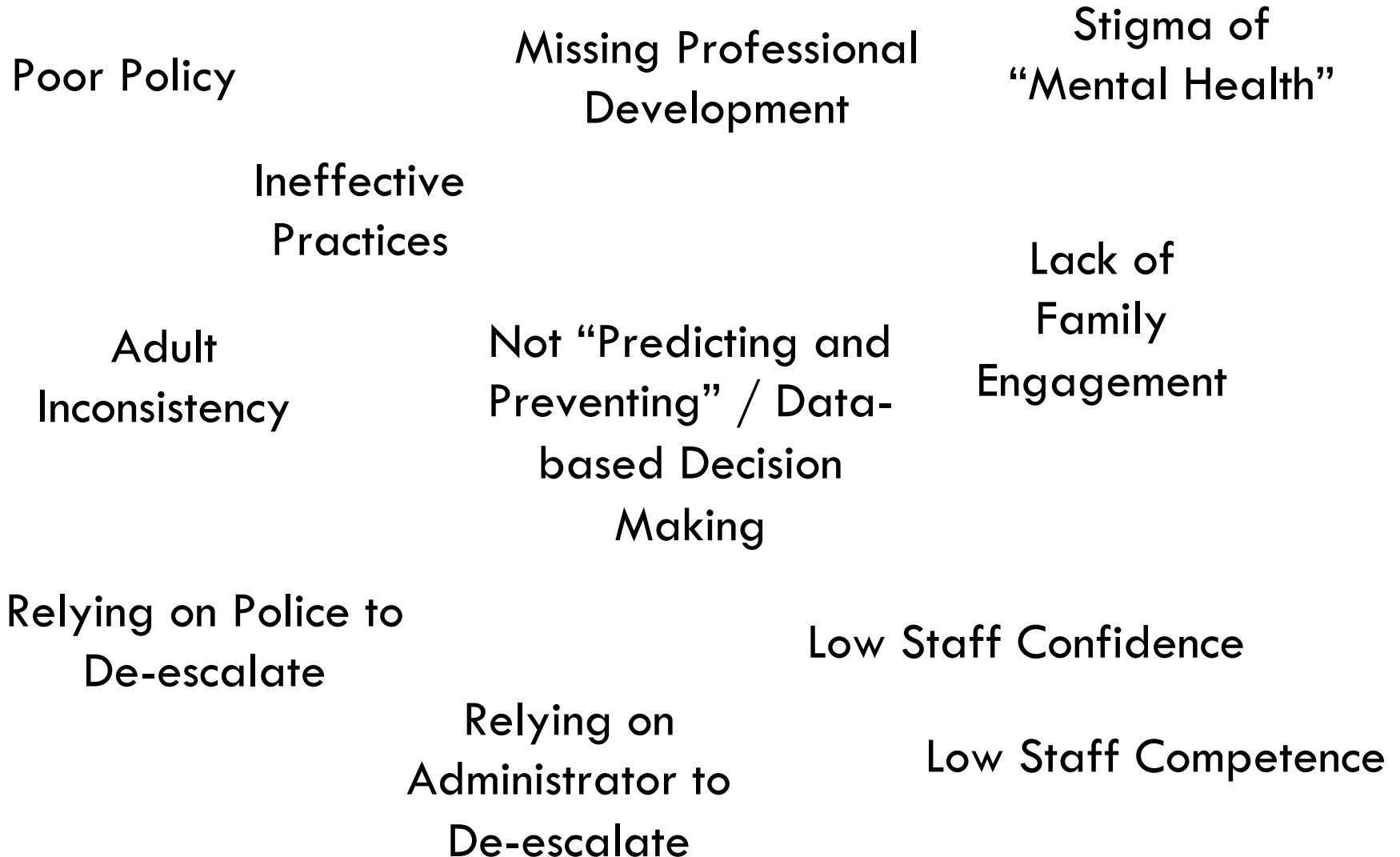


Strickland-Cohen, m.K., Newson, A., Meyer, K., Putnam, R., Kern, L., Meyer, B. C., & Flammini, A. (September 2022). **Strategies for De-escalating Student Behavior in the Classroom**. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

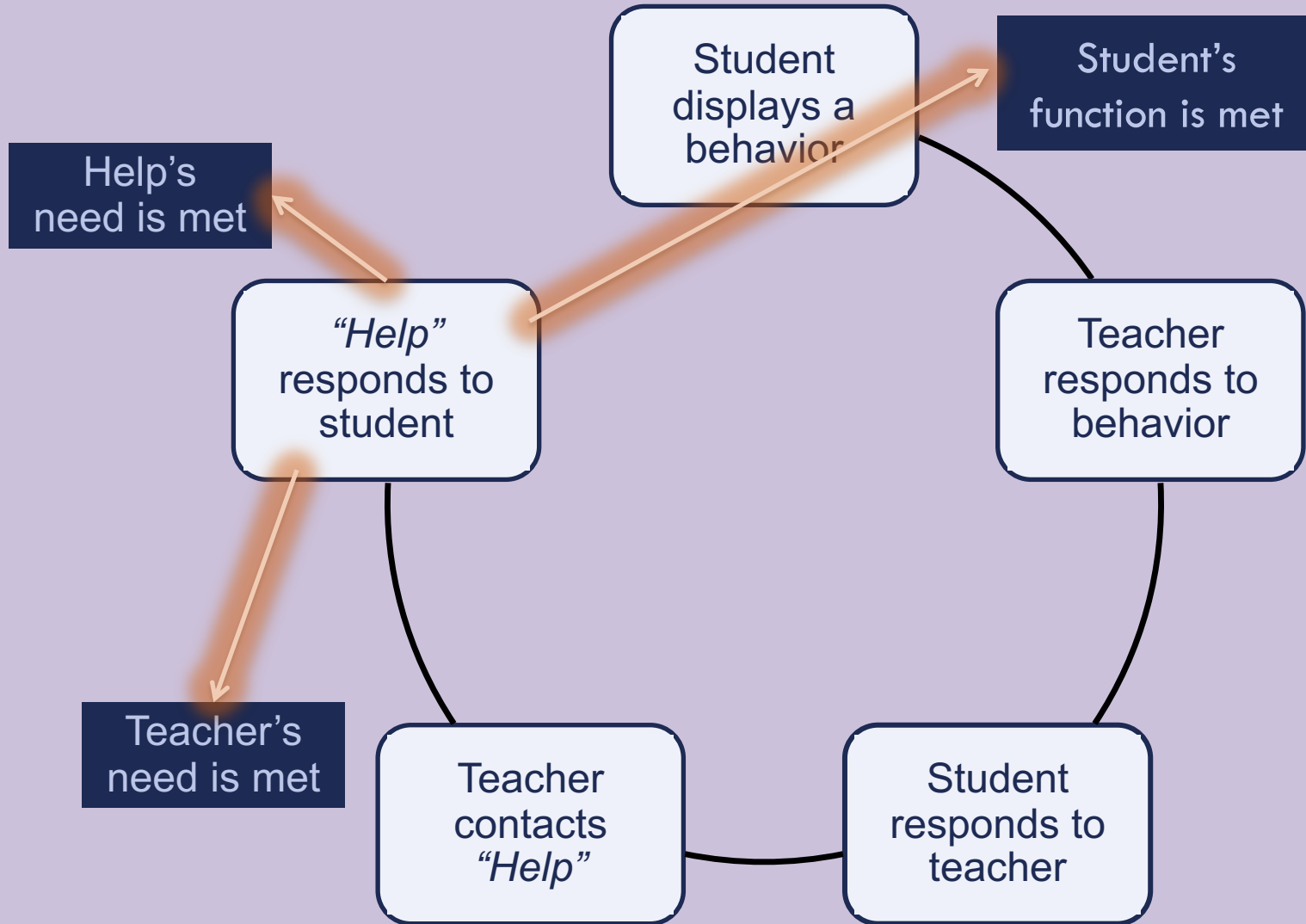
<https://www.pbis.org/resource/strategies-for-de-escalating-student-behavior-in-the-classroom>



# What do we think went wrong in Sydney's case?



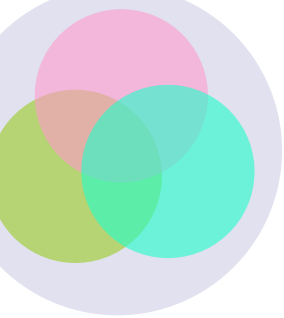
# The “Crisis Cycle” in a school





# Problems with current approaches to de-escalation

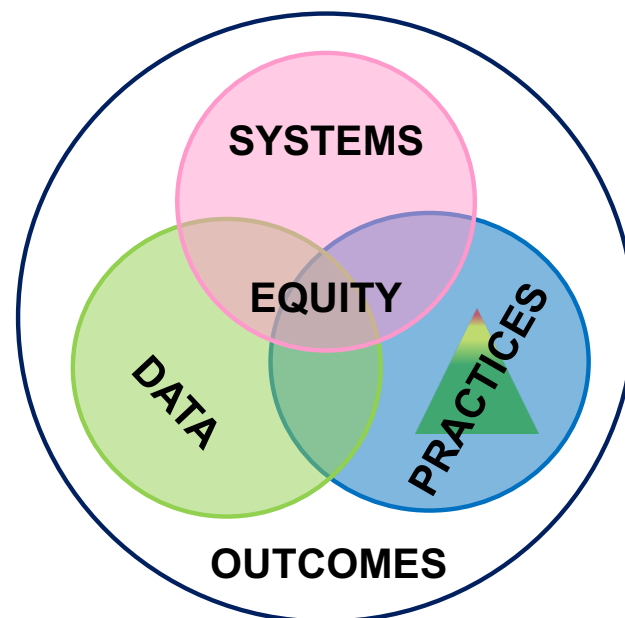
- ✗ Misuse of restraint/seclusion
- ✗ Bad policies -or- Policy without supports
- ✗ Inconsistent adults
- ✗ Only focusing on interventions
- ✗ More about responding, less prevention
- ✗ Over reliance on “referral” logic
- ✗ Complicated for staff
- ✗ Blame



# 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**.

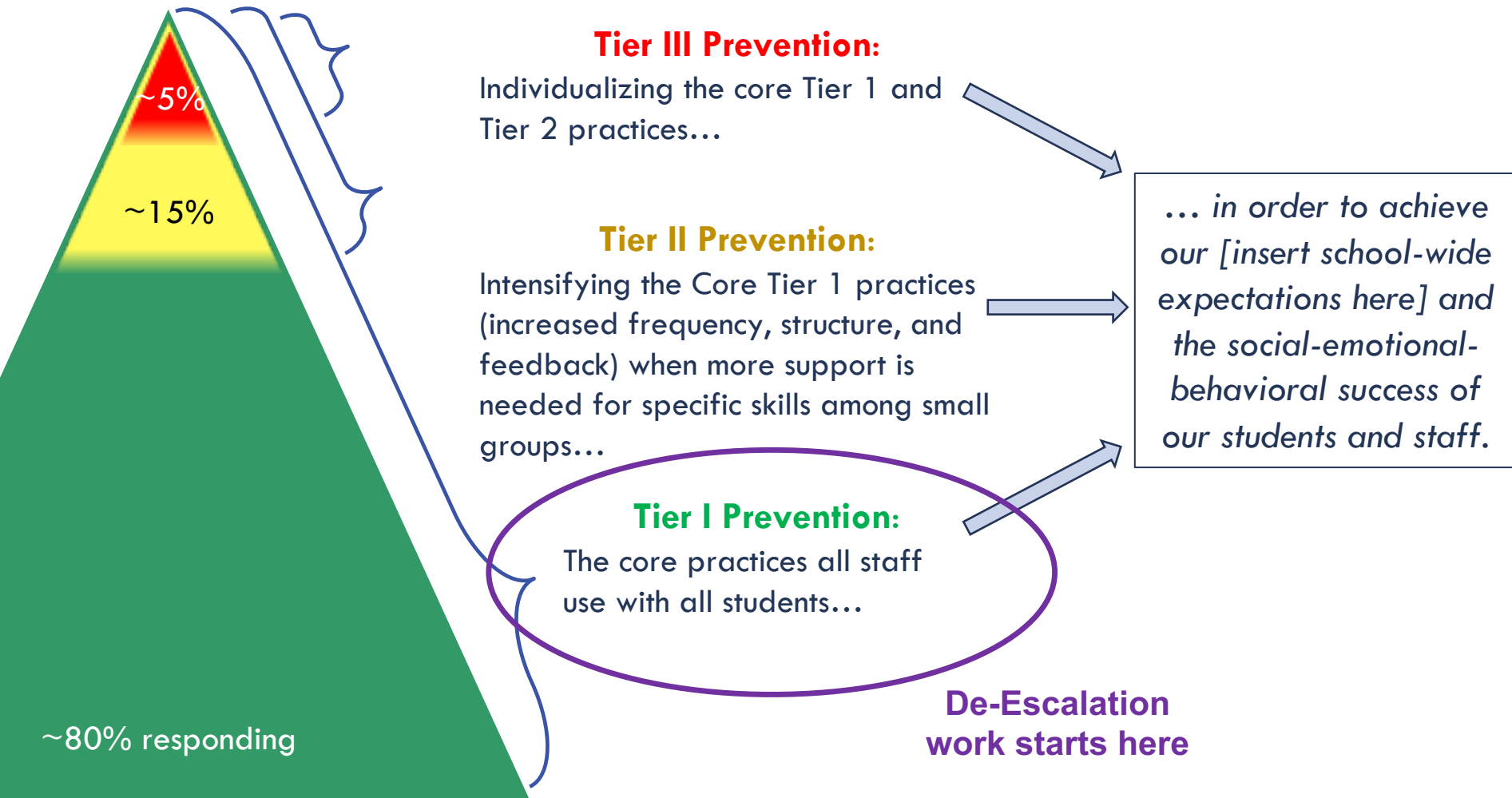
## 5 Essential Elements of PBIS



# 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

# Multi-Tiered Practices means...





# Getting Started:

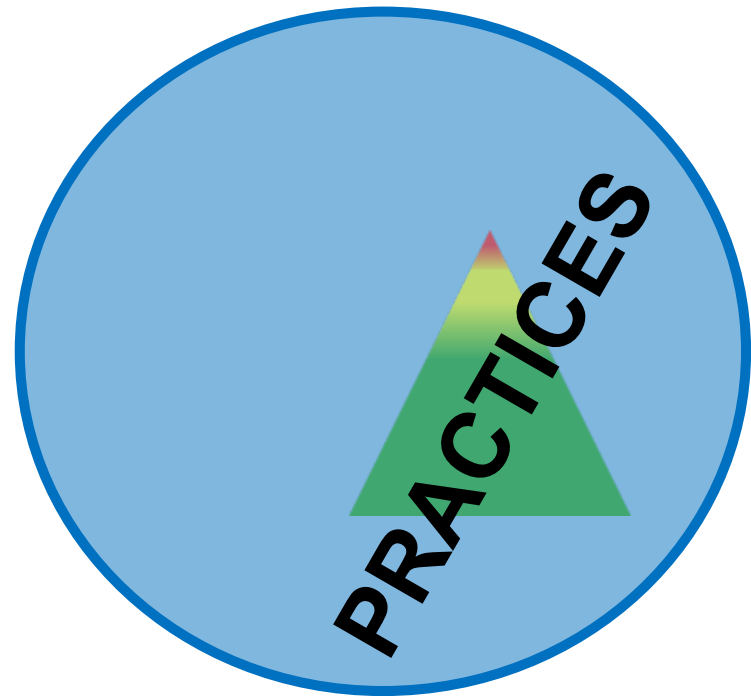
## Align and simplify your CURRENT multi-tiered practices into FOUR Phases of De-Escalation

Phase 1: Prevention

Phase 2: Escalation

Phase 3: Crisis

Phase 4: Recovery  
& Restoration





# Classroom Practices

*These classroom practices have been identified to improve the likelihood of appropriate behavior and decrease problem behavior, while increasing academic learning time.*

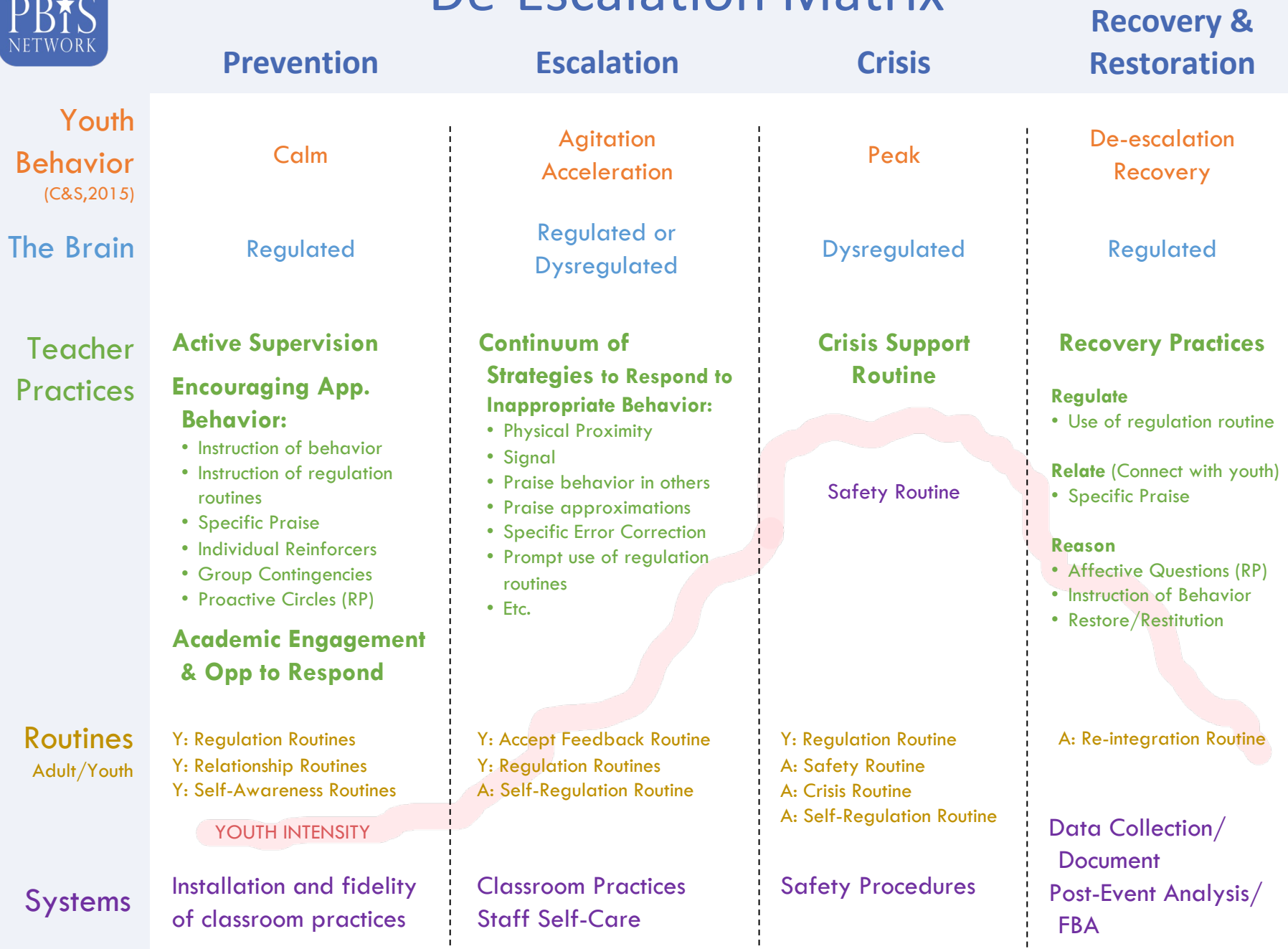
Rev 7-27-19. Midwest PBIS Network. Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women's University).

## 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




# De-Escalation Matrix



# YOUR Classroom Teaching Matrix

Teaching all youth regulation routines is Tier 1

The Williams HS Way	Classroom 214 Rules (Examples)	Classroom 214 Routines <small>rev 8-15-23</small>					
		Welcome	Group Work	Online	When you feel upset...	How to Transition	
Kind	<ul style="list-style-type: none"><li>• Raise hand</li><li>• Track the speaker</li><li>• Follow directions</li></ul>	<ul style="list-style-type: none"><li>▪ Say “good morning” to teacher and classmates</li><li>▪ Talk in soft voices</li></ul>	<ul style="list-style-type: none"><li>▪ Listen to your peers</li></ul>	<ul style="list-style-type: none"><li>▪ Consider feelings of</li></ul>	<ul style="list-style-type: none"><li>▪ Stop; take slow deep breath</li><li>▪ Signal use of Regulation Routine</li></ul>	<ul style="list-style-type: none"><li>▪ Clean up your area</li></ul>	
Responsible	<ul style="list-style-type: none"><li>• Walk quietly</li><li>• Keep hands and feet to self</li></ul>	<ul style="list-style-type: none"><li>▪ Put personal belongings in designated areas</li><li>▪ Take your seat</li></ul>	<div><p><b>Example Routine from School's Curriculum</b></p></div>			<ul style="list-style-type: none"><li>▪ Scan body</li><li>▪ Use regulation strategy (e.g., How to Calm Down)</li><li>▪ Re-scan body</li></ul>	<ul style="list-style-type: none"><li>▪ Stand, Push in your Chair</li><li>▪ Or, listen for direction to next activity</li></ul>
Achieving	<ul style="list-style-type: none"><li>• Stay on task</li><li>• Offer to help</li><li>• Apologize for mistakes</li></ul>	<ul style="list-style-type: none"><li>▪ Turn in homework</li><li>▪ Put materials in desk</li><li>▪ Begin work</li></ul>				<ul style="list-style-type: none"><li>▪ Express feelings with <i>I statements</i></li><li>▪ Ask for break or more support as needed</li></ul>	<ul style="list-style-type: none"><li>▪ Eyes on me</li><li>▪ Wait to be called</li></ul>
Teacher's Role (Conditions for Learning)	Supervise all areas of classroom	Greet Students warmly Bell to bell activity posted	Small group activities		Practice regulation routine 2x/week; whole group at neutral time	Teach, practice, reinforce transitions	



# 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 Behaviors<sup>1</sup>:

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

<sup>1</sup>Phelan, T. W. (1995). 1-2-3 Magic: Effective discipline for children. Glen Ellyn, IL

### 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*

*\* 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?

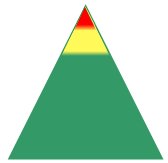
Are they working?

How do  
you  
know?

Practice “Avoiding Content” when  
addressing accelerated behaviors

This is how  
we know!

# Audit of Current Social Emotional Behavioral Supports



<b>PRACTICES</b> List the Current Practices provided to all, groups, or individual students for support: e.g. <i>Community-wide reinforcer for expectations, Check-in Check-out, etc.</i>	<b>FIDELITY</b> Date and data last time the practice was checked for fidelity e.g. 9/14: 83% items in place	<b>OUTCOMES</b> 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 – <b>Crisis Response Routine</b>	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
Tier 2 -	<b>Discuss:</b> What is an action step for you from this activity? How do your teams progress monitor practices?	
Tier 3 -		
Tier 3 -		

# Crisis

Youth Behavior  
(C&S, 2015)

The Brain

Teacher Practices

Routines  
Adult/Youth

Systems

Peak

Dysregulated

Crisis Support Routine

Safety Routine

YOUTH INTENSITY

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

Safety Procedures



## 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



# 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

# Recovery & Restoration

## 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



Youth Behavior  
(C&S, 2015)

The Brain

Teacher Practices

Routines  
Adult/Youth

Systems

De-escalation  
Recovery

Regulated

### Recovery Practices

#### Regulate

- Use of regulation routine

#### Relate (Connect with youth)

- Specific Praise

#### Reason

- Affective Questions (RP)
- Instruction of Behavior
- Restore/Restitution

A: Re-integration Routine

Data Collection/  
Document

Post-Event Analysis/  
FBA

YOUTH INTENSITY

# 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

DEESCALATION PHASES →	Before time with students	Prevention	Problem Behaviors	Crisis	Recovery	After time with students
		“Calm”	“Agitation Acceleration”	“Peak”	“De-Escalation Recovery”	
PRACTICES						
Core Classroom Practices	*Trauma Awareness  *Adult Wellness	*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)		Incident debrief by student team  - 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



Who We Are



# Gardner Public Schools



Student enrollment: 2400  
4 Schools:

Elementary PK-4

Middle School 5-7

High School 8-12

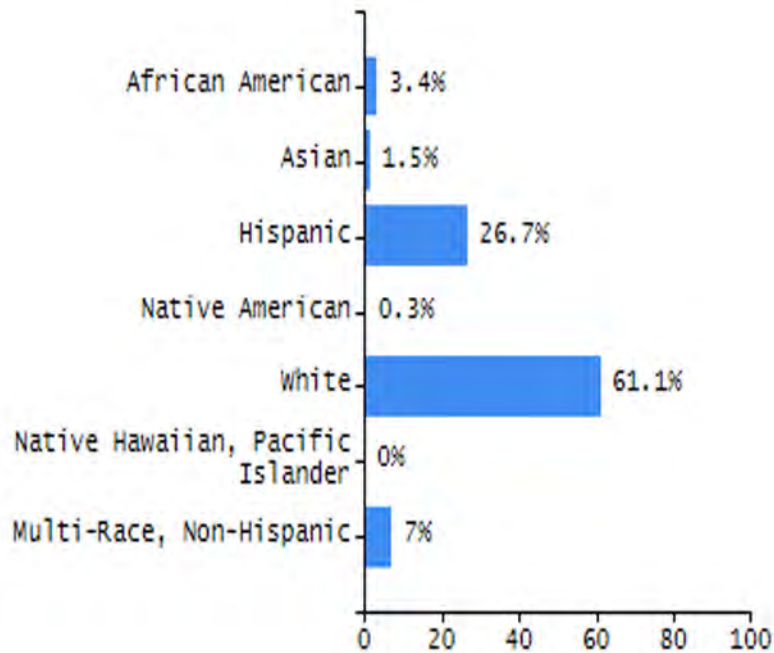
Alternative School 9-12



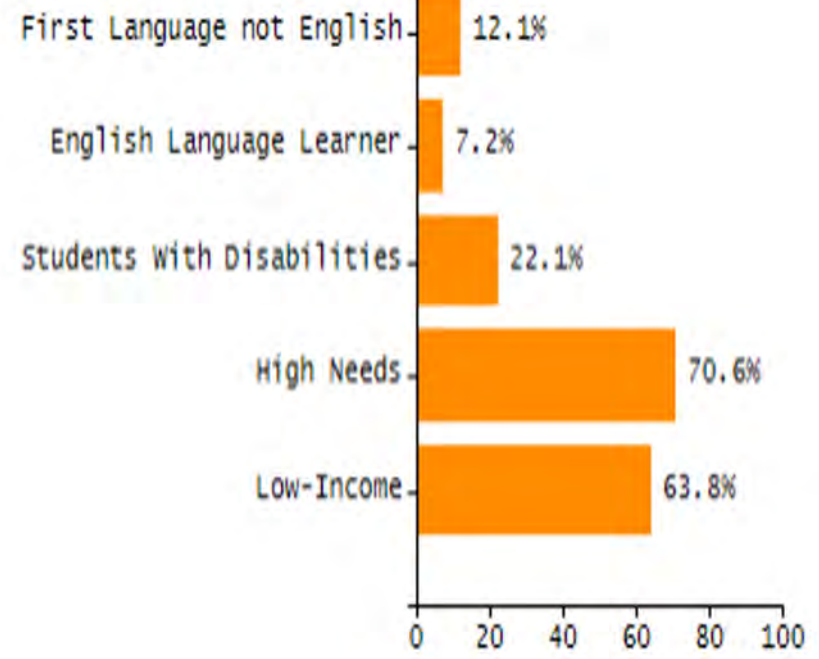
# Student Demographics



## Race and Ethnicity



## Selected Populations





# 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

### De-Escalation

Prevention

Escalation

Crisis

Recovery &  
Restoration





# 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

### De-Escalation

Prevention

Escalation

Crisis

Recovery &  
Restoration





# Initial Outcomes

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



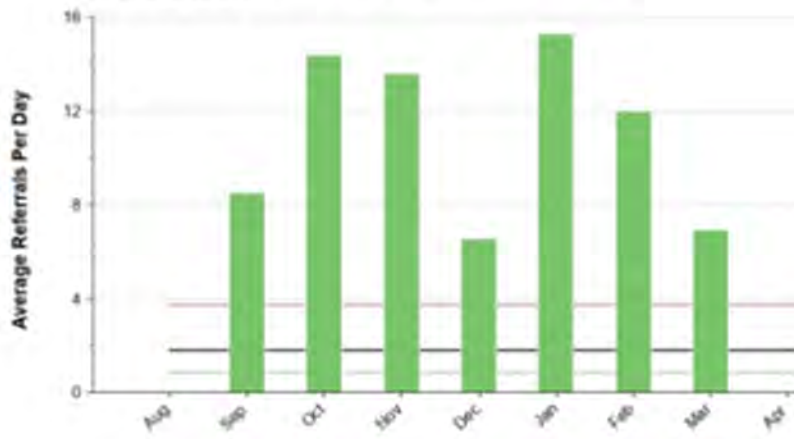
Gardner Public Schools



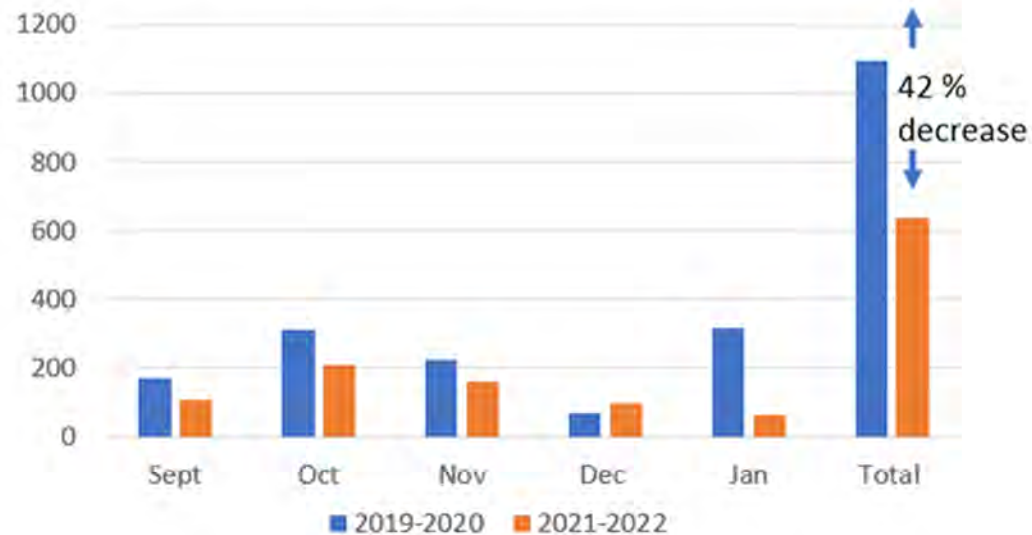
# Decreasing Exclusionary Practices



Average Referrals Per Day Per Month - Multi-Year  
All, 2019-20 - 2019-20



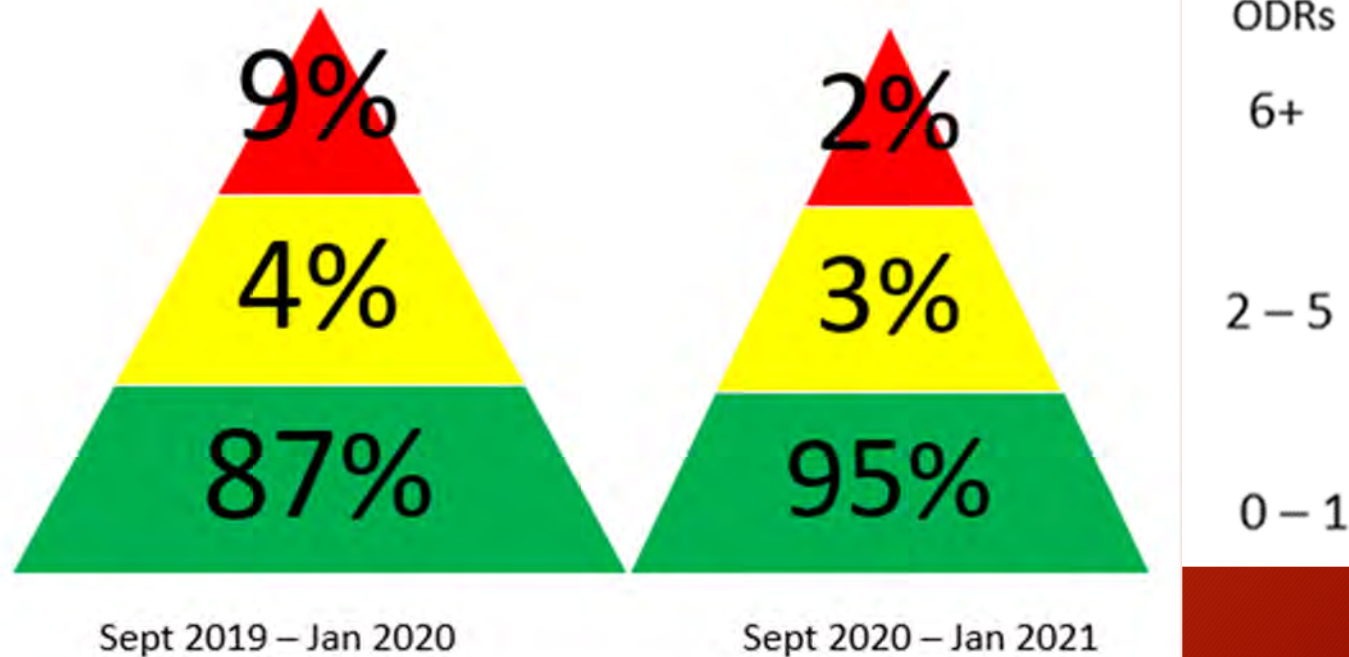
Waterford St. School  
Major Office Discipline Referrals  
School Year 2019- 2020 vs. 2021 -2022



# Distribution of ODR's



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

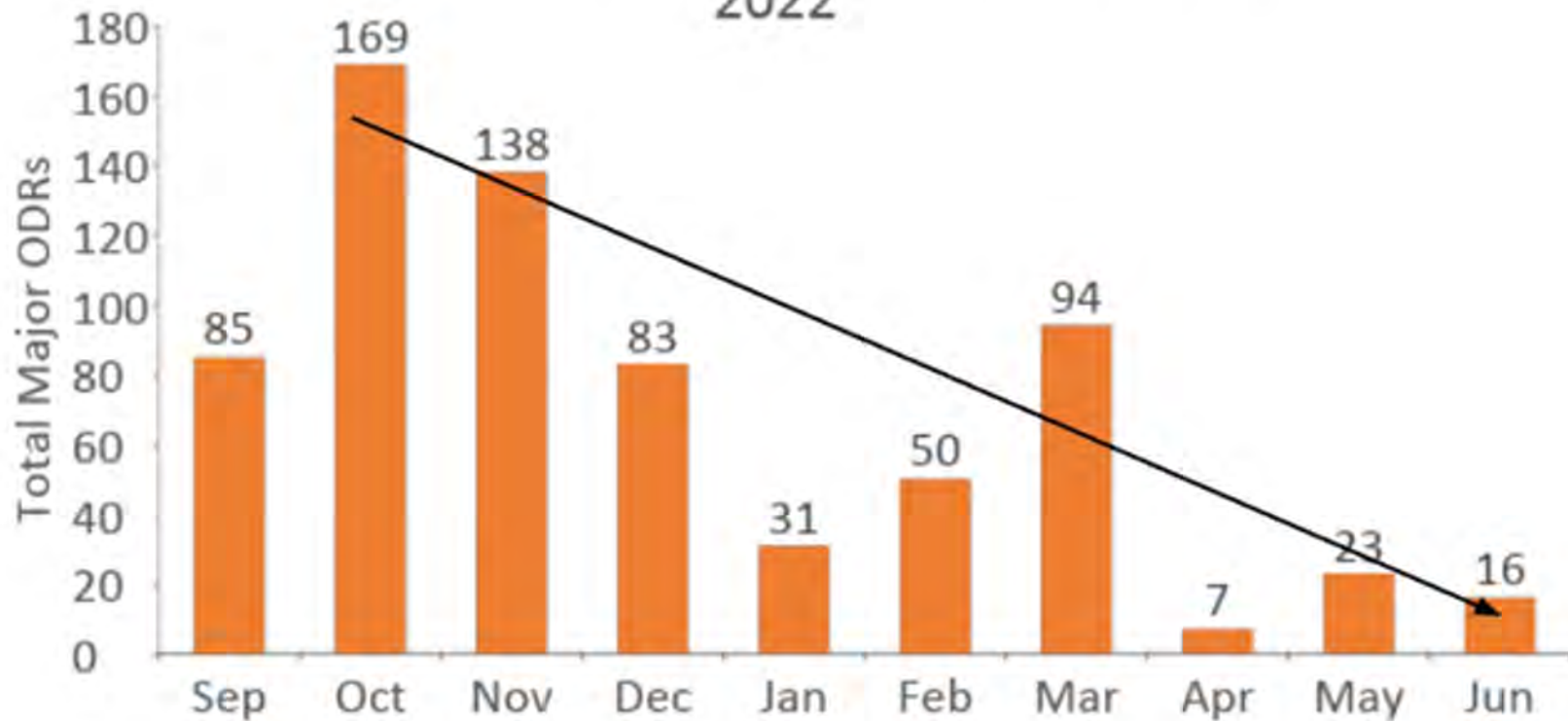




# Decrease in ODR's for SWD



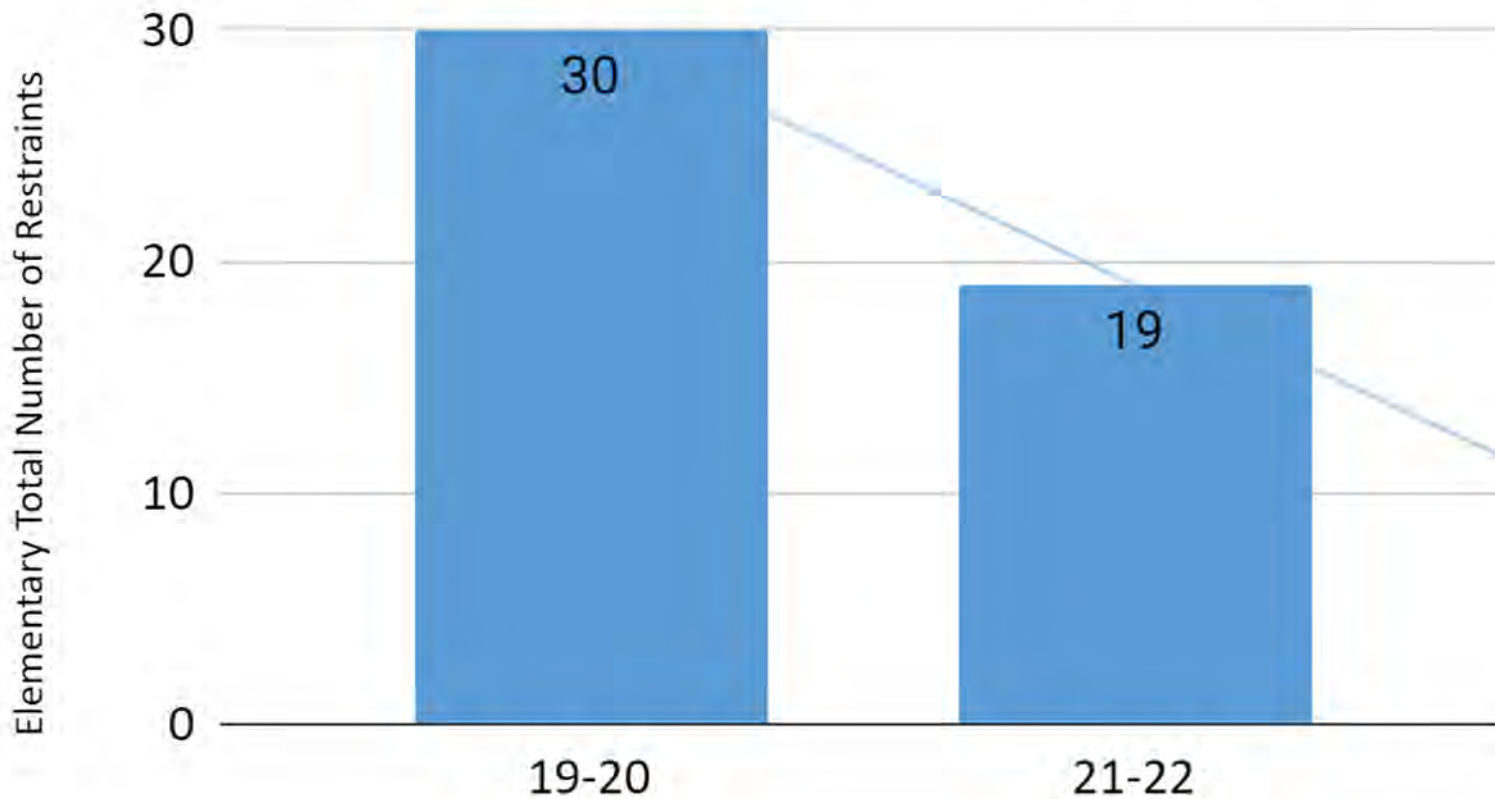
Total Major ODRs per Month for All SWD in 2021-2022



# Improvement in Restraint Data Elementary Schools Combined



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





# 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



# 22-23 SY Return to Baseline



Prevention Strategies No longer in place  
(PBIS/MTSS trainings did not occur at start of school year, not in place with fidelity)

De-Escalation			
Prevention	Escalation	Crisis	Recovery & Restoration
			



# Change in Outcomes 22-23SY

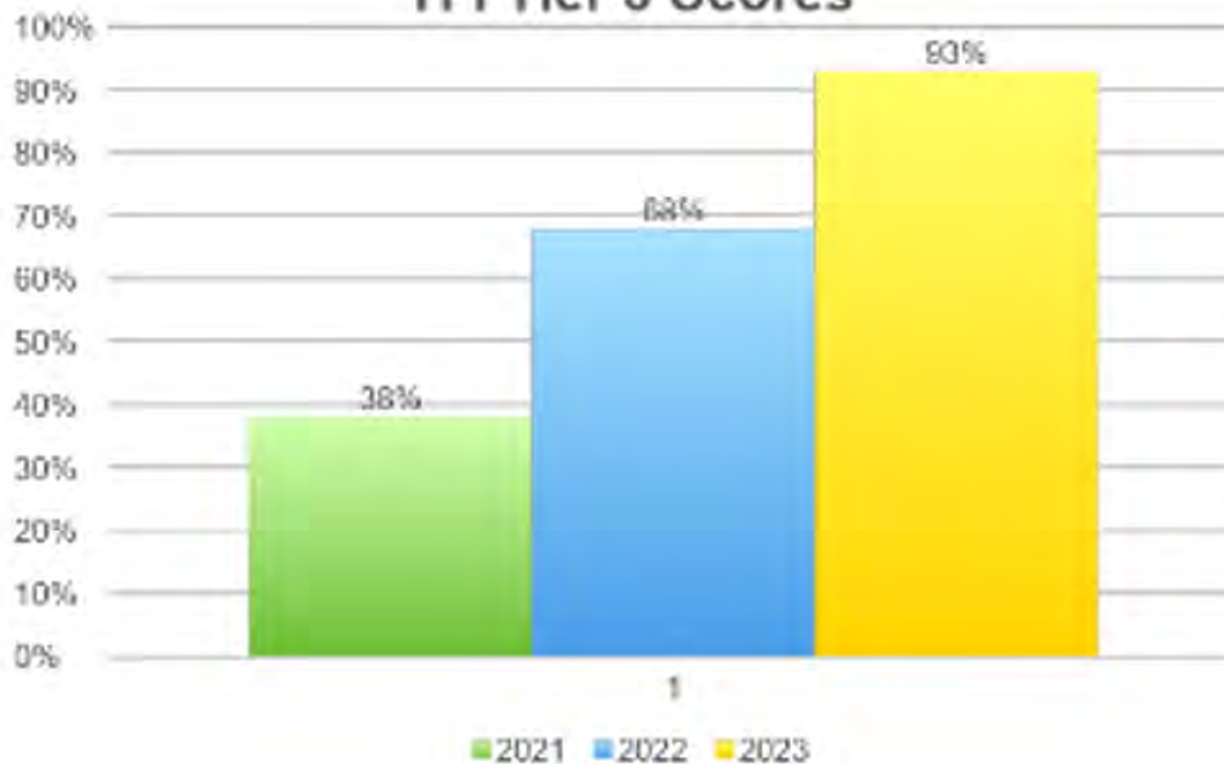


Following Unintended Reversal (i.e. MTSS/PBIS Prevention Strategies/Supports no longer in place with FIDELITY)

# Tier 3 Fidelity of Implementation Improvements



Figure1  
TFI Tier 3 Scores



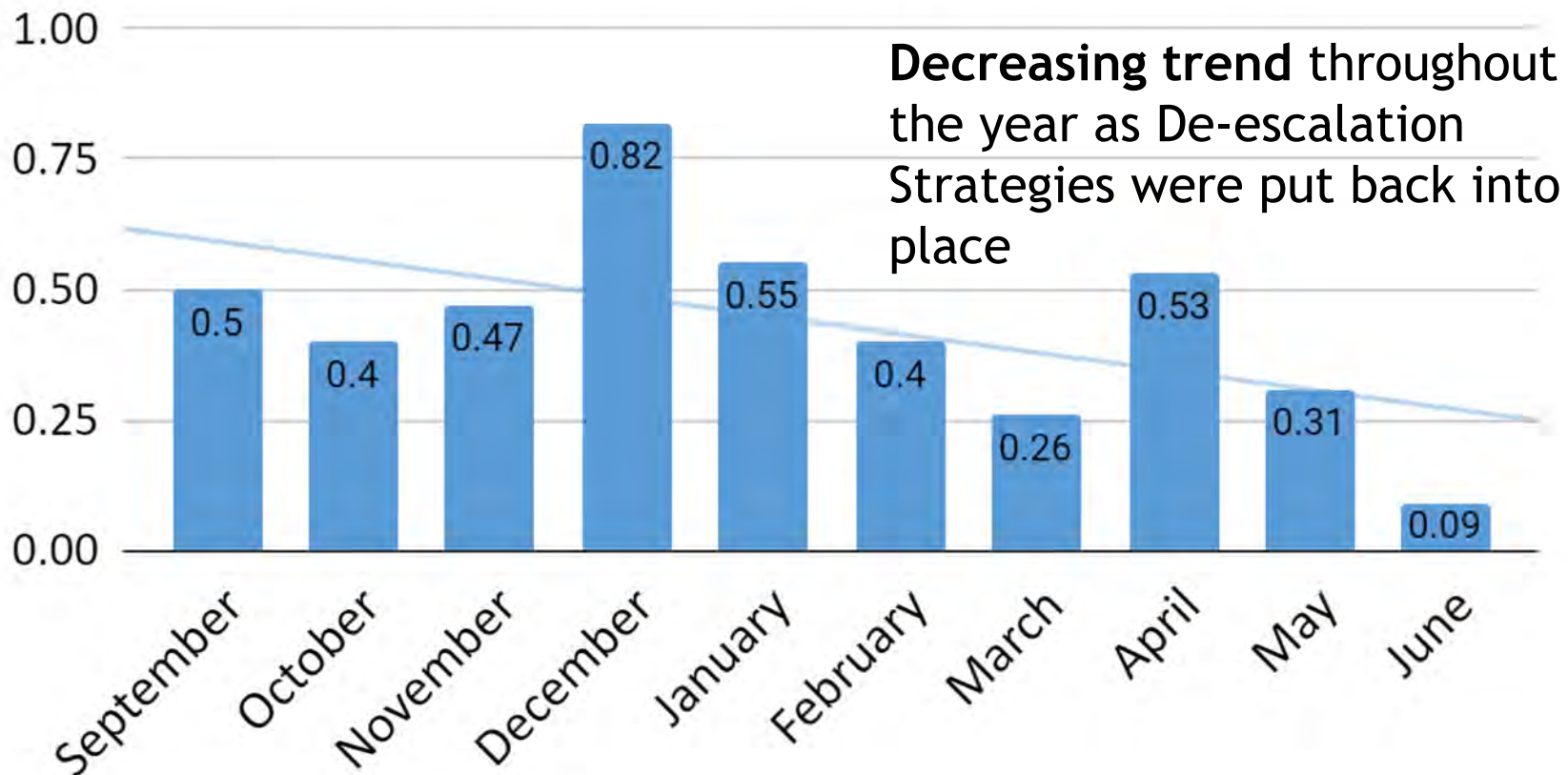
Increased focus  
on MTSS/PBIS  
Tier 3 - TFI  
Scores  
increased by  
55% since 2021



# Restraint Data 22-23 SY Improvements in Frequency throughout the year



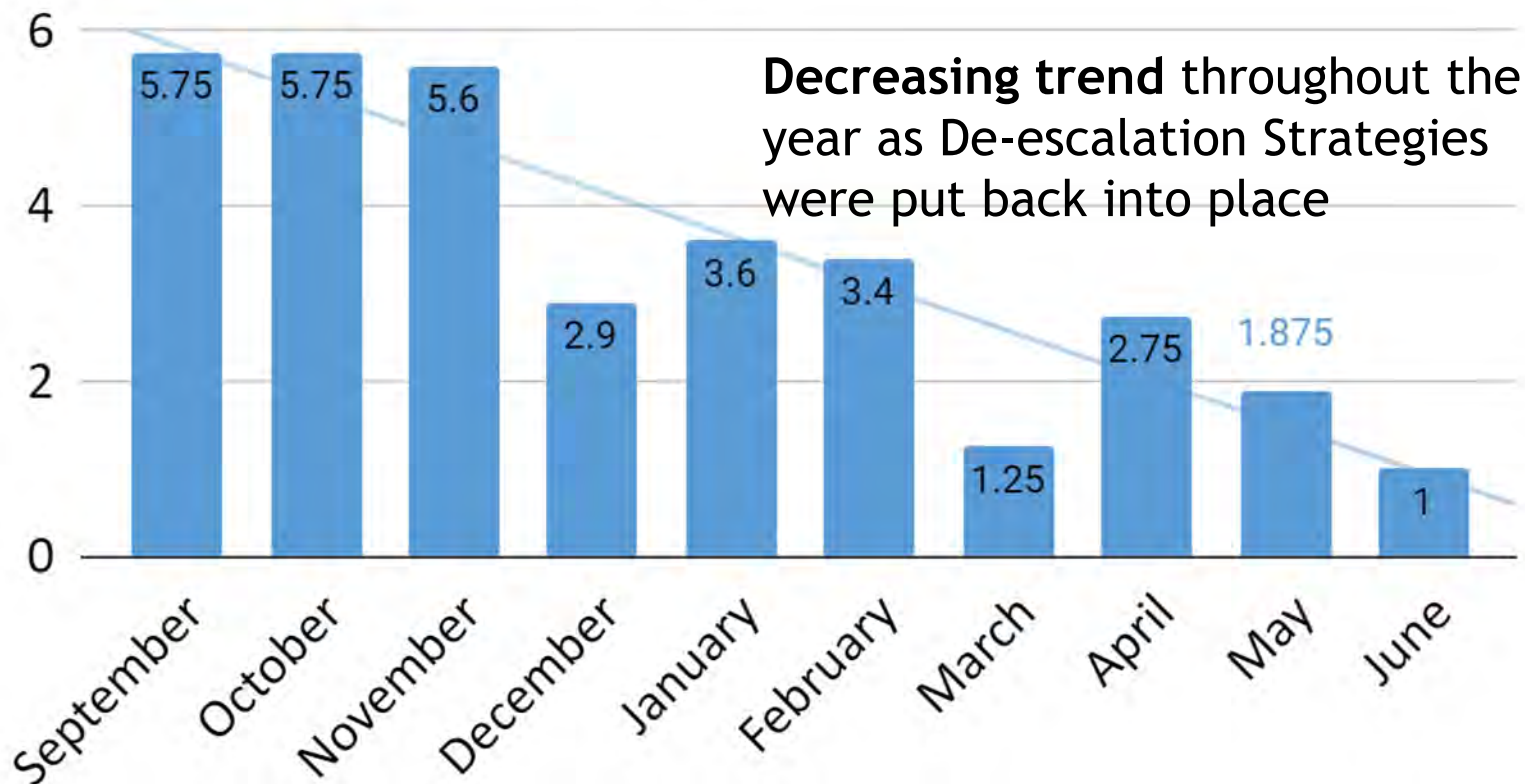
GES 22-23 SY Average # Restraints Whole School per day per month  
(total/number of school days in the month)



# Restraint Data 22-23 SY Improvements in Duration throughout the year



GES 22-23SY Restraint Average Duration (Minutes) Per Restraint, Per Month





# 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

## De-Escalation

Prevention

Escalation

Crisis

Recovery &  
Restoration





# 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

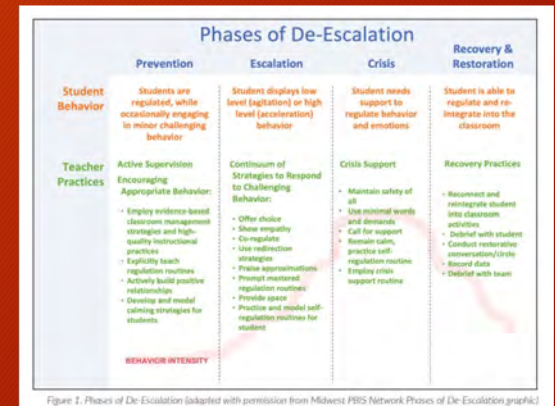


Figure 1. Phases of De-Escalation (adapted with permission from Midwest PBIS Network Phases of De-Escalation graphic).



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

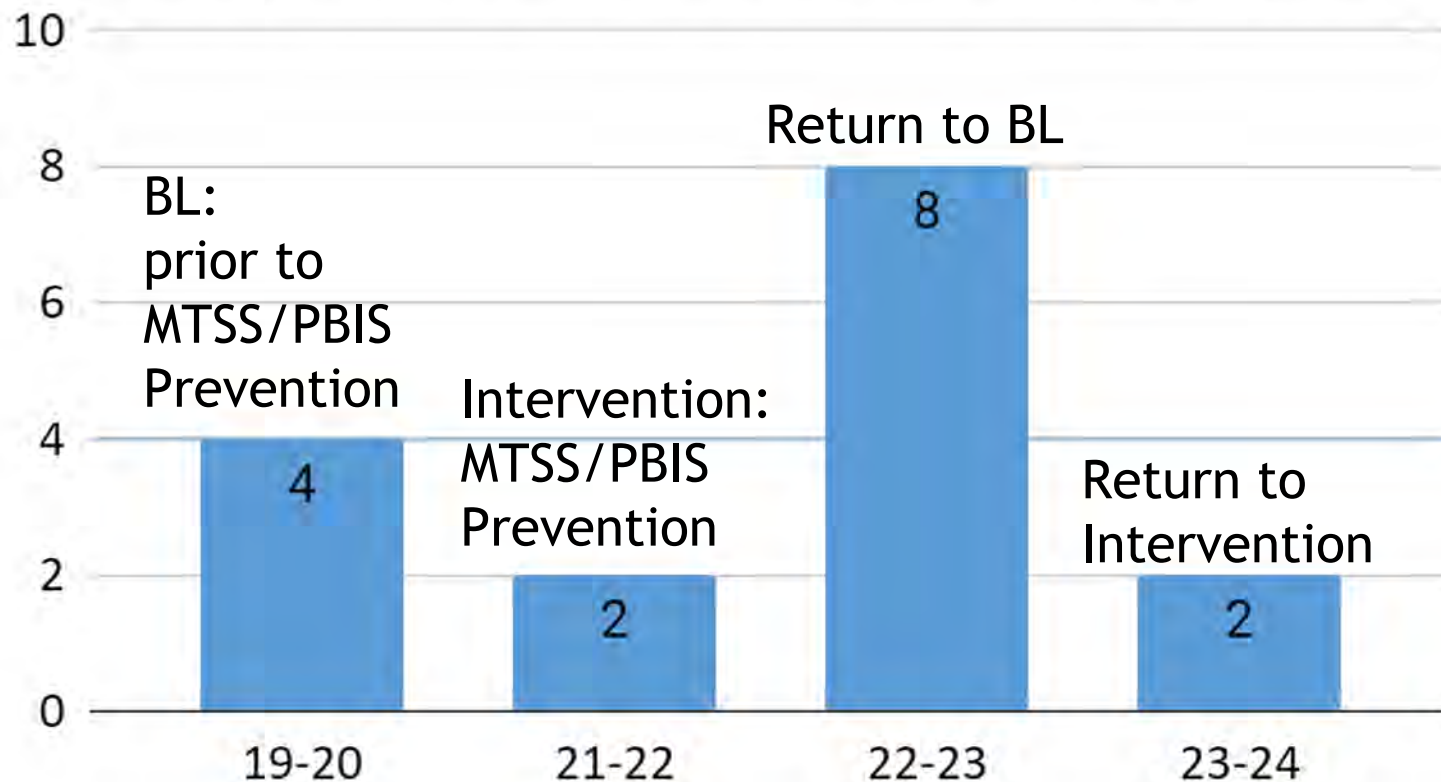


Return to Intervention

# Restraint Data (September) Across Years: ABAB



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

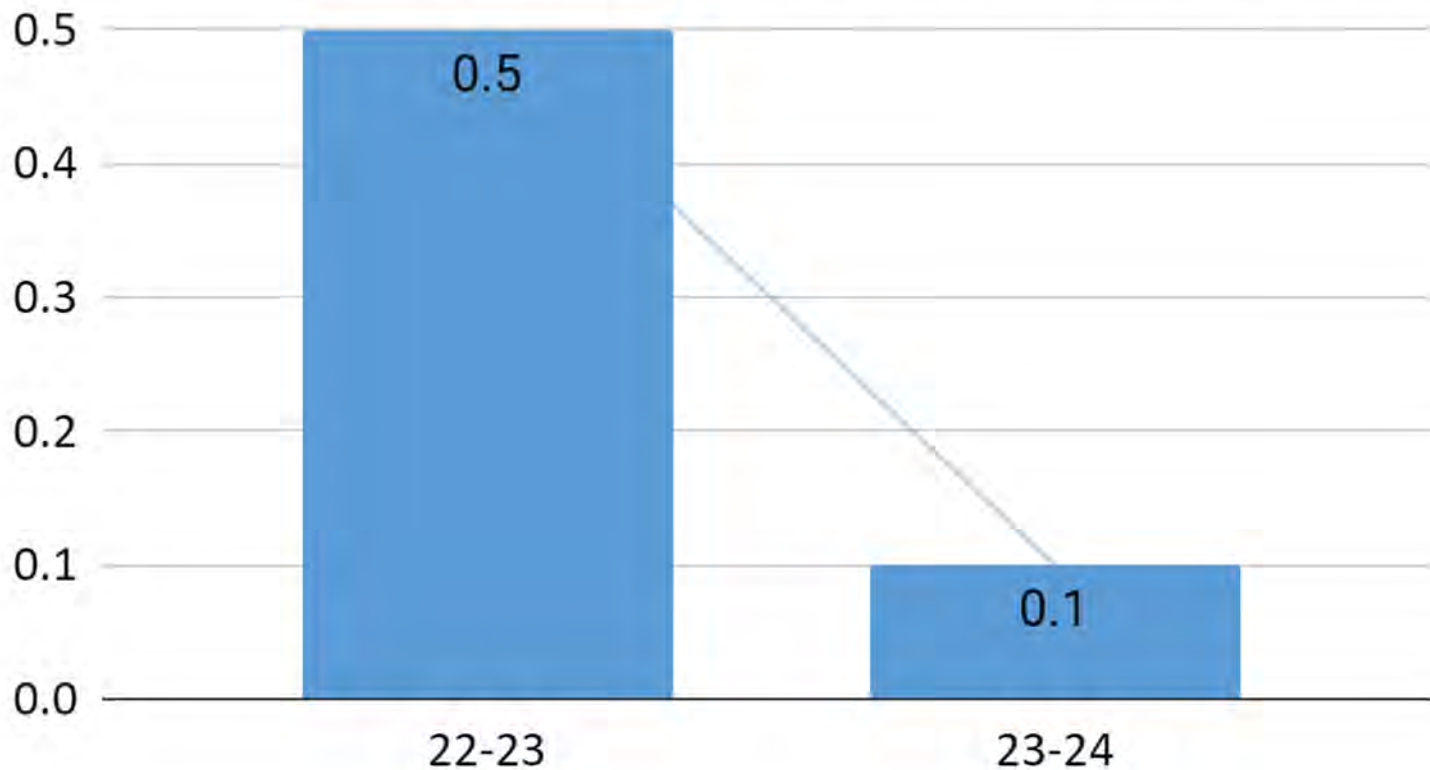




# Current Restraint Data (September) Avg per School Day



GES Average# Restraints Per school Day September 2023 vs 2024

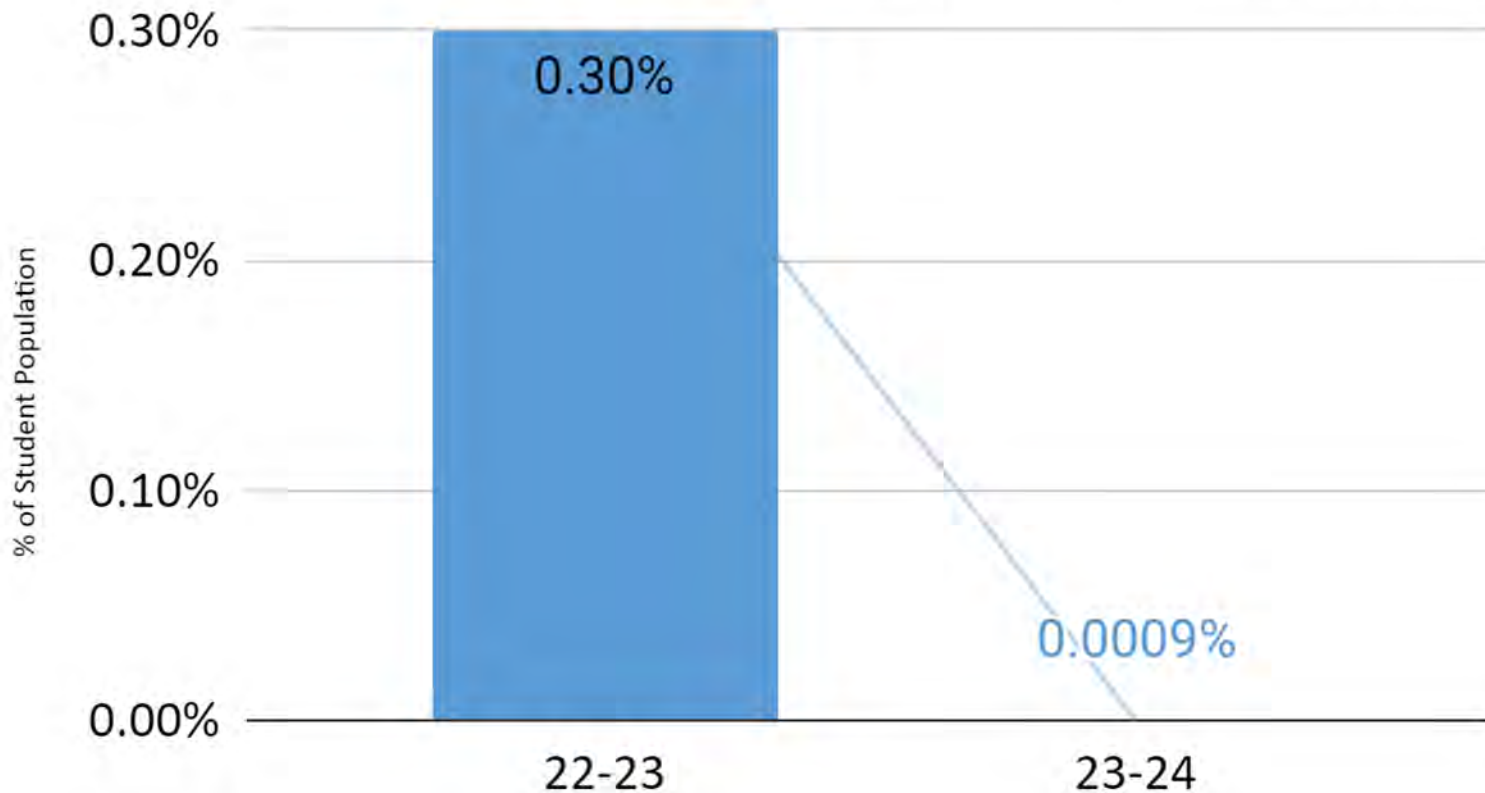


# Current Restraint Data (September) % Student Population



Gardner Public Schools

GES Restraints % of Student Population September 2023 vs 2024





# 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

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