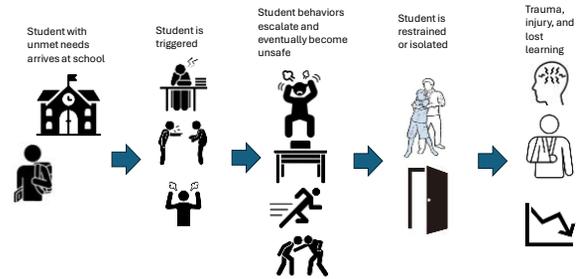


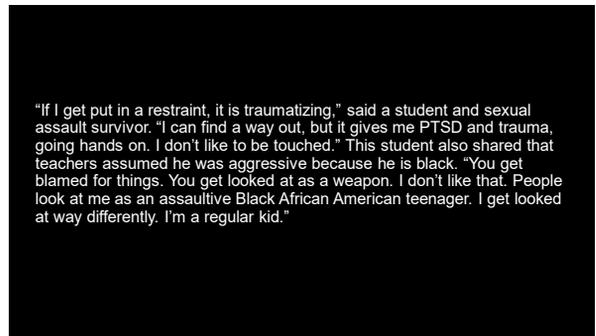
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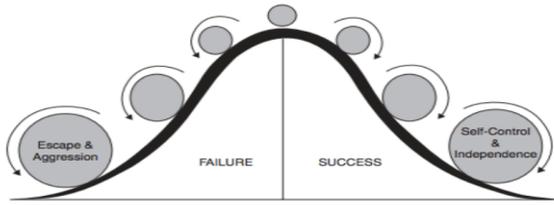
Which students are being restrained and isolated the most?

- Students with disabilities
- Students who live in poverty
- Students of color

5



6



"THE SNOWBALL ROLLING FAST TO THE RIGHT CANNOT BE SLOWED BY THE OCCASIONAL FAILURE. LIKEWISE, THE SNOWBALL ROLLING FAST TO THE LEFT WILL NOT BE SLOWED BY THE OCCASIONAL SUCCESS."

7

Quick Reality Check

- We must do better
- This work is messy and hard
- No one has it all figured out
- We must move from shame to support
- We can get better together



8

This is the work.

9

Everything rises and falls on leadership.

John C. Maxwell

10

Look at behavior not through its outward appearance, but rather through the child's experience.

www.patrickmulick.com

11

De-escalation without empathy is often misguided—we end up doing what works for us but not what works for the student.

12





13

The Auburn School District

- Home to over 17,000 students
- 11.9% access special education services
- 16 elementary schools, 4 middle schools, 3 high schools, 1 alternative high school
- Fastest growing district in the Seattle area
- Very diverse community
 - 44% of students live in multilingual households
 - 11% of students are new to the country within the past two years
 - 113 languages spoken



14

Demonstration Sites

- Dick Scobee Elementary



- Terminal Park Elementary



15

16

Morning Message

- In person and virtual
- Review behavioral expectations
- Review trait of the week (connected to SEL lessons received in class)
- Highlight events happening in the school
- Highlight food options
- Positive behavior acknowledgements (both individual and class)

17



18



19

Morning Meeting

- Designated time in which SEL is taught
- Entire school highlights the same theme each day
- Time is given for students to acknowledge each other
- Teachers are equipped to lead the work
 - Teachers are frequently updated with behavioral data from the Tier 1 and Tier 2 team
 - Teachers are provided with the curriculum to teach

20

Using Data to Make Change

- The building noticed a high number of behavior referrals during recess
- Incidents were coming from the soccer field
- Students who were receiving the referrals received coaching to be referees for younger students playing soccer
- Tier 1 support for the younger students, tier 2 support for older students
 - The older students received special referee shirts



21

Regulation Spaces for All Students



- Calming corners in every classroom (**TIER 1**)
 - Equipped with fidget bins
 - Visual cues for regulation
 - Students are explicitly taught how to use and not use



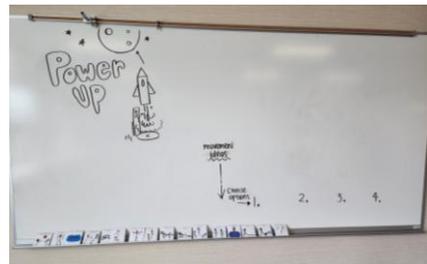
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Regulation Spaces for All Students

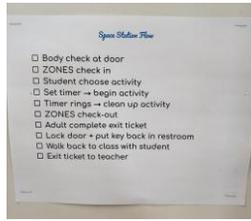
- The Space Station and the Zen Den (**TIER 2 and TIER 3**)
 - Scheduled breaks in room with trained adult
 - Movement options to power down or fire up
 - Utilizes Zones of Regulation to equip students
 - Check in/ Check out system
 - Data collection via google forms



23



24



25



26

Restraint and Isolation Steering Committee

- Made up of classified, certificated, and administrative staff from around the district
- Met monthly for 18 months
- Evaluated our practices, our gaps, and our opportunities
- Sought feedback from other districts
- Researched different de-escalation programs
- Made recommendations for the district to move forward with

27

1: Increase Awareness

- What is restraint, what is it not?
- What is isolation, what is it not?
- When is it permissible, when is it not?
- Who can administer it, who cannot?
- How does it impact students?
- Who reports, how, and by when?
- Who needs to be trained, who does not?
- What are alternatives to restraint and isolation?

28

2: Improve Professional Development

- Adopted Safety-Care
 - ABA based
 - High training standards
 - Equated to better equipped staff
 - Great program flexibility
- Created "Foundations in De-escalation"
 - Intended for staff who didn't need Safety-Care but still needed something
 - Asynchronous



29

3. Improve Reporting System



30

4: Expand the Use of BCBA's and RBT's

- A Board Certified Behavior Analyst (BCBA) is a graduate level certification in behavior analysis. Professionals certified at the BCBA level are independent practitioners who provide behavior analytic services.
- A Registered Behavior Technician (RBT) is a paraprofessional certification in behavior analysis. RBT's assist in delivering behavior-analytic services and practice under the direction and close supervision of an RBT supervisor and/or RBT Requirements Coordinator, who is responsible for all work an RBT performs.

31

Where It Goes Wrong with BCBA's in Schools

- BCBA's are overloaded
 - Does not get to work on proactive systems
 - May not have time to develop positive relationships
 - Does not have the chance to see the plan all the way through
- They are used to compensate for lack of tiered supports
- There is little buy in from staff
 - Can be viewed as barrier to more restrictive settings and not as support
 - Is not fully integrated as a part of a team in a building

32

How It Can Go Right with BCBA's in Schools

- Staff understand the scope and practice of a BCBA
- There is a lifeline for BCBA's to reach out to when ethical issues arise
- There is a professional community in which to grow
- Collaboration agreements
 - Clear definition of a BCBA's role
 - Clear timeline of tasks to be accomplished and by who
 - Clear understanding of the nature and extent of BCBA support for each case

33



"When you work in the clinic or in the home, you are all the lanes. When we walk into the school, you are just one of the lanes and you must learn to stay in it and not step on the toes of others."

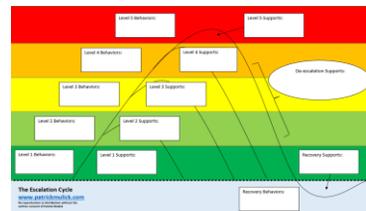
-Mariah Angele, BCBA

34



35

5: Improved Behavior Planning



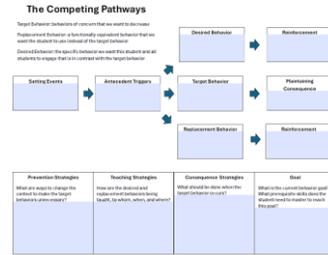
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5: Improved Behavior Planning



37

5: Improved Behavior Planning



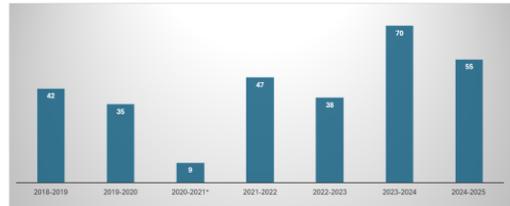
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Thinking Outside of the Box



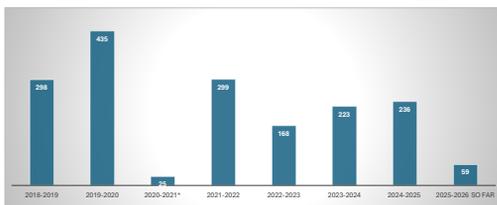
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Number of People Reporting Restraint or Isolation



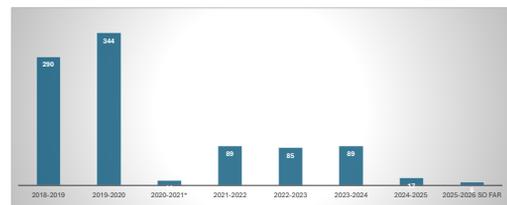
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ASD's Restraint Data



41

ASD's Isolation Data



42

Questions to Ask

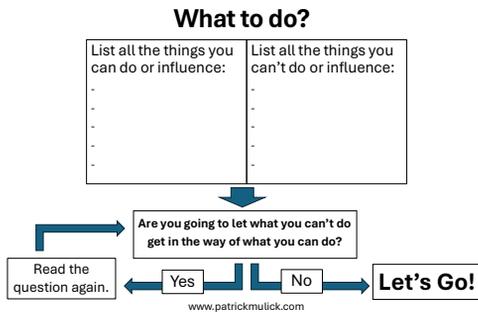
- Do all educators know what restraint and isolation is?
 - When is it not prohibited?
 - The impact?
 - Is it accurately being reported?
- What preventative practices are being prioritized?
- What training is being provided and by whom?
- Who is receiving this training?
- How are staff's SEL needs being met?
- How does this work align with the district's priorities?
- What barriers exist and how might they be addressed?

43

The Path

- Start with the why
- Find your critical mass
- Remove yourself from the personal connection
- Remain curious and collaborative
- Work with district leaders to forge a plan forward
- Lean on the learning of others

44



45



46

THANK YOU!

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Demonstration Site Webinars



Free Webinar Next Week!



47