Thinking Outside of the Box: Steps to Reduce Restraint, Eliminate Seclusion, and Foster Successful LRE

Patrick Mulick
Erin Mayberry

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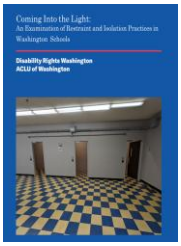
Your Presenters

- Patrick Mulick BCBA
  - Director of Student Engagement in the Auburn School District
  - Gonzaga University Graduate
  - Former NBCT in Special Education
  - Loves Speaking!
- Erin Mayberry BCBA
  - Community Engagement Manager at QBS
  - University of South Carolina Graduate
  - Former trainer and consultant
  - Loves to tag sharks!





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"If I get put in a restraint, it is traumatizing," said a student and sexual assault survivor. "I can find a way out, but it gives me PTSD and trauma, going hands on. I don't like to be touched." This student also shared that teachers assumed he was aggressive because he is black. "You get blamed for things. You get looked at as a weapon. I don't like that. People look at me as an assaultive Black African American teenager. I get looked at way differently. I'm a regular kid."

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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



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The Auburn School District

- 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 2 years
- 113 languages spoken

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Demonstration Sites

Terminal Park Elementary



Dick Scobee Elementary



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Flexible Service Delivery Model

- Co-teaching and co-planning
- Co-planning with teacher with gen ed teacher providing SDI
- Para providing SDI in gen ed classroom
- Pull out SDI
- Moving toward continuum of service options, just having special education teachers (not resource room vs self-contained)

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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)

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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 provided with the curriculum to teach

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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

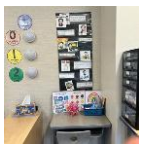


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Regulation Spaces for All Students

- 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





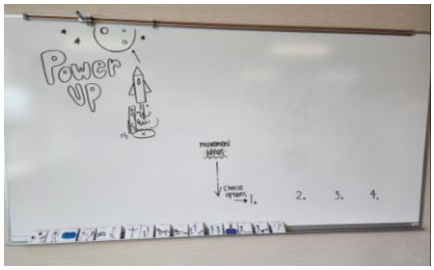
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Regulation Spaces for All Students

•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

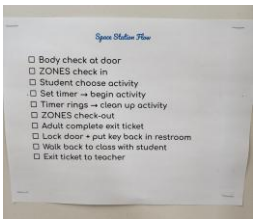


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Leadership Moves to Impact All Schools

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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 j
- Sought feedback from other districts
- Researched different de-escalation programs
- Made recommendations for the district to move forward with

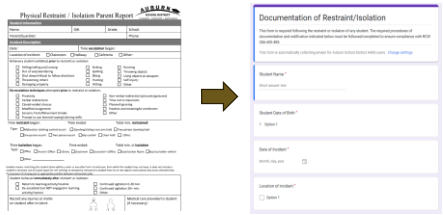
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1: Increase Awareness

- 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?

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2: Improve Reporting System

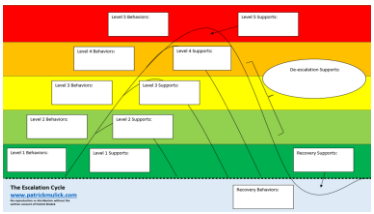


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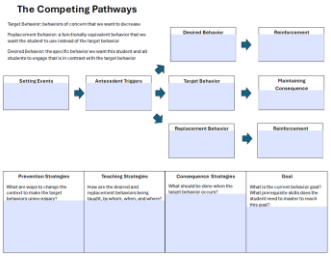
3: Improved Behavior Planning



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4: Expand the Use of BCBAs and RBTs

•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 servicers.
•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.

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Where It Goes Wrong with BCBAs in Schools

•BCBAs 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 a support
•Is not fully integrated as a part of a team in a building

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How It Can Go Right with BCBAs in Schools

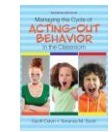
- Staff understand the scope and practice of a BCBA
- There is a lifeline for BCBAs to reach out to when ethical issues arise
- There is a professional community in which to grow
- Collaboration agreements

•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

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5: Improve Professional Development

•Created "Foundations in De-escalation"
•Intended for staff who staff who don't need the deep dive but need something
•3 hours in length
•Provided both in person and asynchronously





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5: Improve Professional Development

- Adopted Safety-Care
- ABA based
- High training standards
- Extremely interactive
- Great program flexibility

QBS

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MTSS & Safety-Care

Share Core Commitments

- Communicate respect
- Promote dignity
- Increase predictability
- Reinforce appropriate behavior
- Teach replacement skills

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Benefits of Safety-Care

For Students

- Reduced escalation frequency
- Faster return to instruction
- Reinforced replacement behavior

For Staff

- Reduced second-guessing
- Increased confidence intervening
- Lower emotional load over time

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Safety-Care Features

- Prevention-focused
- Trauma-informed approach
- Founded on PBIS & ABA principles
- Reinforcement-based
- Focus on replacement behaviors & skill building
- Evidence-based de-escalation strategies
- Reduces risk of injury
- Provides alternatives to restraint
- Debriefing & data analysis to reduce future incidents

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Alignment with PBIS

Tier 1: Universal

- Create enriched learning environments
- Promote respect & dignity for all students & staff
- Reinforce appropriate behaviors
- Staff behavior as a predictor of student behavior
- Early recognition of escalation signals
- Shared, district-wide language & strategies for de-escalation
- Tangible strategies aligned with PBIS: Help, Prompt, Wait

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Alignment with PBIS

Tier 2: Targeted

- Structured support for escalation 'hot spots'
- Coordinated responses across roles & settings
- Focus on teaching replacement behavior
- Avoiding power struggles
- Recovery & debriefing protocols after an incident
- Data collection & analysis

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Alignment with PBIS

Tier 3: Intensive

- Clear decision-making criteria
- Least-to-most restrictive continuum
- Emphasis on restraint as a last resort
- Advanced skills for peer aggression, transportation incidents, & dangerous object management
- Embedded inside behavior intervention plans
- Data collection & analysis

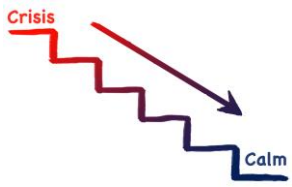
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De-escalation Strategies

HELP

PROMPT

WAIT



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Safety-Care's Proven Approach

Five steps for behavioral change across your district

1. See What's Happening
2. Set Your Goals
3. Equip Your Team
4. Change & Sustain
5. Show the Impact

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The Results

Highland Pines School

"When every staff member is trained and invested, our approach becomes part of the culture, not just a program."

Tracey Henry, Principal

97% ↓ in R&S referrals

73% ↓ in students referred

85% ↓ in staff referring

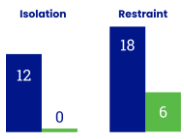
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The Results

Bainbridge Island & Concrete School Districts

"If we're not making a change for tomorrow, we're setting the students up to fail."

Annalisa Sanchez, Director of Student Services



73% ↓ in restraint & isolation

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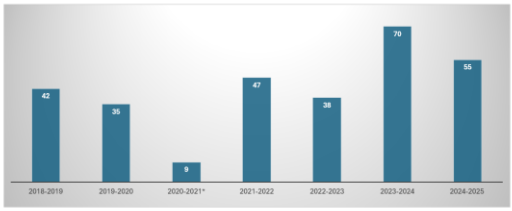
LICENSE TO RESTRAIN

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LICENSE TO REFRAIN

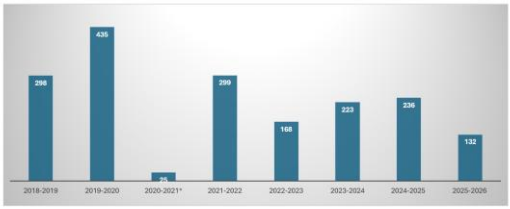
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Number of People Reporting Restraint or Isolation



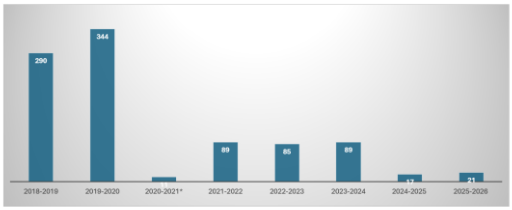
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ASD's Restraint Data



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ASD's Seclusion Data



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"If you are 'othered' from first, second or third grade," he asks, "by middle school or high school, how are you supposed to see yourself any differently?"



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Thank You!

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Demonstration Sites

More from Patrick and Erin

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