

# C.A.S.E. Recommendations to Prevent Crisis Behaviors

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## CPI (Crisis Prevention Institute, Inc.) Nonviolent Crisis Intervention® Training Programs

C.A.S.E. recognizes that student behavior can escalate to the point of crisis. To support staff, CPI training programs are offered that focus on the prevention and intervention to safely manage disruptive and assaultive behavior. The focus of this training program is to ensure the *Care, Welfare, Safety, and Security<sup>SM</sup>* of students and staff in our schools.

## What does *Care, Welfare, Safety, and Security<sup>SM</sup>* look like in school?

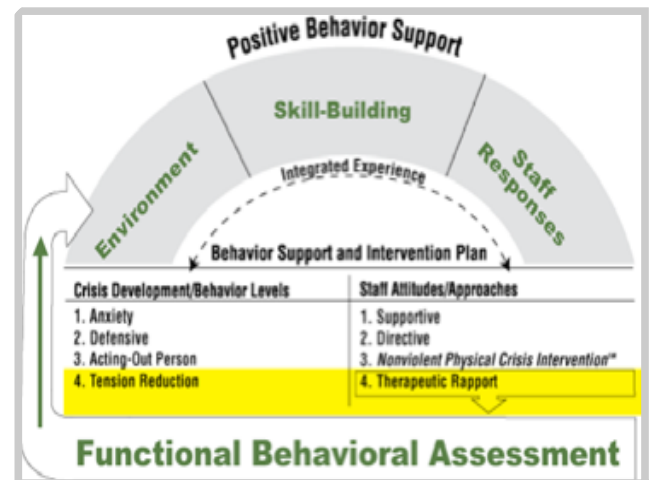
CARE	showing compassion & empathy
WELFARE	supporting emotional & physical well-being
SAFETY	preventing danger, risk & injury
SECURITY	ensuring harmony - not harm

## Focus on Prevention and Verbal De-Escalation

CPI teaches about the *Crisis Development Model<sup>SM</sup>*, in which a student experiences noticeable behavior levels during a crisis. By paying attention to these behaviors and their triggers, staff can be more effective de-escalating a crisis when staff attitudes and approaches match the student's crisis level. Using Functional Behavioral Assessment processes during the crisis, staff can *prevent* future crises by developing a Behavior Intervention Plan and supports.

A *supportive* approach is recommended when students begin to show signs of *anxiety*: being flexible and empathic, an active listener, aware of non-verbal behaviors, and adjust environmental variables.

A *directive* approach is recommended when students become *defensive*: set limits, avoid a power struggle, and offer choices and consequences (clear, reasonable, and enforceable).



From Autism Spectrum Disorders:  
Application of *Nonviolent Crisis Intervention®* Training

## Post-Vention: Documentation & De-Briefing

The CPI *Coping Model<sup>SM</sup>* outlines the process of Functional Behavioral Assessment and the opportunity for staff to de-brief with each other - and the student - on the crisis situation. This also outlines the necessary documentation information about the incident. The goal of this process is to reduce or prevent similar behavior in the future, assess and fine-tune a student's behavior support/intervention plan, and to provide the opportunity to work toward growth and change – for both staff and students.

# What Can Be Done When the Crisis is *Not* Prevented?

It is always recommended to avoid the use of **physical restraint** and try some of the following interventions:

- ✓ Continue with verbal re-direction
- ✓ Allow student to *release*
- ✓ Offer/encourage a calming strategy
- ✓ Be patient and wait out crisis
- ✓ Remove items from student's reach
- ✓ Remove student from room/area
- ✓ Remove *others* from room/area

\* The use of physical restraint should only be used as a LAST RESORT

**Physical Restraint** means holding a student or otherwise restricting his or her movements.

It can only be used when:

- The student poses a physical risk to him/herself or others,
  - There is no medical contraindication to its use,
  - All staff applying the physical restraint have been trained in its safe application, and
  - All verbal and other methods to de-escalate the behavior have been exhausted.
  - *When the risks of the continuation of behaviors outweigh the risks associated with using physical intervention/restraint.*
- \* **The intent of the physical restraint is for the student to calm down. The student should be released from the restraint immediately after he/she is no longer at risk for harming him/herself or others.**

**Physical Restraint** may not be used when students use profanity or other verbal displays of disrespect for themselves or others. A verbal threat is considered a physical danger if the student **also** demonstrates a means of or intent to carry out the threat.

## CPI Safety Principles & Physical Restraints / Interventions

- Safety Principles

- Transport Position  
(at least 2 trained staff)

- Children's Position (at least 2 trained staff)  
- Team Control (at least 3 trained staff)

Less Restrictive ←

→ More Restrictive

### Maintain Certification

C.A.S.E. Certified CPI Instructors can certify staff for the school year by offering:

- ◆ Nonviolent Crisis Intervention® Initial Training (8 hrs)
- ◆ Autism Spectrum Disorders Application Refresher with PBIS and FBA (3.5 hrs)

**Once staff have attended an Initial training, they can maintain their certification by attending a Refresher each year .**

Contact a C.A.S.E. CPI Certified Instructor for additional questions or support:

- Kim Borri, [kborri@casedupage.com](mailto:kborri@casedupage.com)
- Abby Yeager, [ayeager@casedupage.com](mailto:ayeager@casedupage.com)

# What are My Legal Responsibilities Using Physical Restraint?

Every episode of **Physical Restraint** must be documented, following these guidelines:

- Notification to administrator must occur as soon as possible, but no later than the end of school day
- Written documentation must be completed by beginning of next school day, and maintained:
  - In student's temporary record, AND
  - By the administrator
- Parent must be notified within 24 hours
- Documentation must include:
  - student's name
  - date/time of incident
  - events leading up to incident
  - attempted interventions prior to restraint
  - behaviors during restraint
  - any injuries
  - planned approach to handle behavior in future
  - staff involved
  - date/time that parent was notified
  - date/time that administrator was notified

When **Physical Restraint** is first used on a student 3 times the following **must** occur:

- Review the procedure's effectiveness
- Prepare or update Behavior Intervention Plan
- This review includes parent involvement and a consideration of special education or alternative programming

When an episode of **Physical Restraint** exceeds 15 minutes or repeated episodes occur during a 3-hour period, the following **must** occur:

- A certified CPI Instructor shall evaluate the situation
- The evaluation shall consider the appropriateness of continuing the procedure and identification of alternate strategies
- Results of the evaluation shall be written and maintained in student's temporary record and designated administrator

Summarized from CH. I, S. 1.280 Discipline and 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint of IL School Code:  
<http://www.isbe.net/rules/archive/pdfs/oneark.pdf> in Subpart B: School Governance

## Frequently Asked Questions re: Using Physical Restraint

Q: What if the student falls to the floor?

A: Slowly let go and guide student down. Re-assess the situation instead of re-engaging student in physical restraint.

Q: Can I use a CPI restraint with the student on the floor or in a chair?

A: No. CPI physical restraints are only to be implemented when the student is in a standing position. You should not guide the student up from the floor or out of a chair to implement the restraint.

Q: Can I include physical restraint as an intervention a student's Behavior Intervention Plan (BIP) in the IEP?

A: It is not recommended to write physical restraint as an intervention in a student's BIP/IEP.

Q: What if a student is running away?

A: If the student is in the building, follow and re-direct. If the student is running out of the building, first - know your district policy; and second - if you think the student is endangering him/herself (due to cognitive/developmental level), the Transport Position can be used to bring the student safely inside.

Q: Can I use the Transport Position when a student won't come into the building or go out to the bus?

A: No. The student is not a danger to self or others and there are other methods that can be used.

# What Does the Crisis Look Like "In the Moment"?

Student is:

- running around room or building
- throwing materials off desks, pushing desks/chairs, messing up room
- laying on the floor, i.e., refusing, having a tantrum
- verbally threatening others

I can:

- Remove audience or student
- Remove items
- Give simple verbal re-direction
- Offer/encourage calming strategy
- Distract with new person, activity, item, etc.
- Wait patiently
- Move out of the way

Student is:

- throwing or pushing items at staff or peers
- jumping on/off furniture
- hurting self
- running around building, darting close to doors to the outside

First I can:

- Remove audience or student
- Remove items
- Give simple verbal re-direction
- Offer/encourage calming strategy
- Distract with new person, activity, item, etc.
- Wait patiently
- Move out of the way
- Use a barrier, i.e., pillow, bean bag

If student does not respond and the behavior is continuing to escalate to the point of endangering safety of self or others I can:

Student is:

- throwing or pushing heavy items at staff or peers in extreme close proximity
- verbally threatening staff or peers and **shows intent** to carry out
- running out of building and cognitive/developmental level is low
- hurting self with significant item or force

As long as I have tried all other methods, I can:

Use **Physical Restraint**:

- Transport Position (at least 2 trained staff)
- Children's Control (at least 2 trained staff)
- Team Control (at least 3 trained staff)

Remember to document any incident of **Physical Restraint** and de-brief with staff and student (as age/developmentally appropriate.)

- If this is within the first 3 times that this student has had **physical restraint** used
- When an episode of **physical restraint** exceeds 15 minutes or repeated episodes occur during a 3-hour period
- If a change of placement is being considered due to behaviors resulting in **physical restraint**

I should:

- Refer to legal responsibilities (pg. 3)
- Request a CPI Review Consultation from C.A.S.E. CPI Instructor/ Behavior Consultant

**Documentation of Behavior Incident with Physical Restraint Intervention**

(Documentation form to be completed by beginning of school day following the episode) School:

Student Name:		Date:	Staff Completing Form:
Description of Behavior Incident:	Start Time:	End Time:	Location:
Description of Antecedents, Triggers or Precipitating Factors of Behavior:			
Description of Student Behavior or Incident that Resulted in Physical Restraint Intervention:			
Interventions used prior to Physical Restraint Intervention:			
Description of Student's Behavior during the Physical Restraint and the Physical Restraint Technique used:			
Description of any Injuries or Property Damage:			
Description of Plan to Intervene with Student in future:			
School Staff Involved in Physical Restraint:			
School Administrator Notification (by the end of the school day):	Date:	Time:	Staff:
Parent Notification (within 24 hours after use of physical restraint):	Date:	Time:	Staff:

# De-Briefing Physical Interventions

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Staff: \_\_\_\_\_



Control	What were the signs that student and staff had regained control?
Orient	Identify and describe target behavior – triggers/antecedents and consequences.
Patterns	Review data on frequency, duration, and intensity.
Investigate	Develop a hypothesis or summary statement on the function of the target behavior.
Negotiate	Develop behavior support and intervention plan.
Give	Evaluate effectiveness of plan.