

* Plainfield Public Schools



Supporting Students with
Intensive Special Needs

Presentation Team

- * Jen Lussier: Parent
- * Jean Rotondo: School Psychologist
- * Bryan Klimkiewicz: Assistant Superintendent
- * Tracy Clang: Behavior Management Specialist

* **Introductions**


1. Brief overview of Plainfield School District
2. Plainfield's Story
3. Restraint/Seclusion Data (A closer look).
4. Implementation of the 6 Core Strategies
5. Current Practices/Protocols/Procedures
6. Challenges in the Least Restrictive Environment
7. Next Steps

*Agenda



- * 5 Schools
- * < 2,500 Students (11% Sped)
- * Nearing 50% Free and Reduced Lunch
- * High Expectations for ALL
- * Emphasis on Safe Schools and Positive School Climate

* Plainfield Public Schools

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- * Safety
 - * Students First
 - * Team
 - * Outside supports

* **Philosophy**

| School Year | Restraint | Seclusion |
|-------------|-----------|-----------|
| 2011-2012 | 120 | 4 |
| 2012-2013 | 54 | 17 |
| 2013-2014 | 22 | 10 |

* Plainfield Data

1. Leadership
2. Development of Workforce
3. Use of Data to Inform
4. Implementing Prevention Tools
5. Communication
6. Debriefing

-National Association of State Mental Health Program Managers (NASMHPD)

*Six Core Strategies

* Special Education Audit

- * Brief Overview of the audit.
- * Important Note: Restraint & Seclusion was not targeted in the audit, but programming was..
- * Redesigning Clinical Day Treatment Programs.



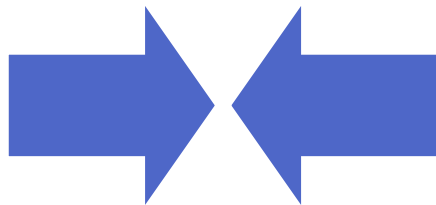
1. Leadership



*Similarities

Clinical Day Treatment

- * Program to support students with Social/Emotional behavioral challenges.
- * Designed with Student's needs at the forefront of programming
- * Special Education and Paraprofessional Support access to Social Worker



Responsive Support Program

- * Program to support students with Social/Emotional behavioral challenges.
- * Designed with Student's needs at the forefront of programming.
- * Special Education and Paraprofessional Support access to Social Worker

* **Similarities**



*Differences

Clinical Day Treatment

- * Sub separate Program within the school: 80% or Greater.
- * Collaboration with Teachers dependent upon student.
- * Behavior/Level Systems within the classroom, behavior addressed in program.
- * Seclusion Rooms.



Responsive Support Program

- * Inclusive Model with separate space if/when needed.
- * Greater Collaboration with General Education Teachers.
- * Team approach to behavior intervention plans. New structure for teachers (SRBI)
- * Crisis Team Response
- * No Seclusion Rooms.
- * Social Worker part of the behavior response team (increased the social workers role).

* **Differences**

- * 3 year plan to increase paraprofessional training in the district.
 - * Year 1; Voluntary Access
 - * Year 2; 3, four hour sessions
 - * Year 3; 6, four hour sessions
- * Positive Behavior Management Principles
- * Applied Behavior Analysis (Basics)
- * FBA/BIP training

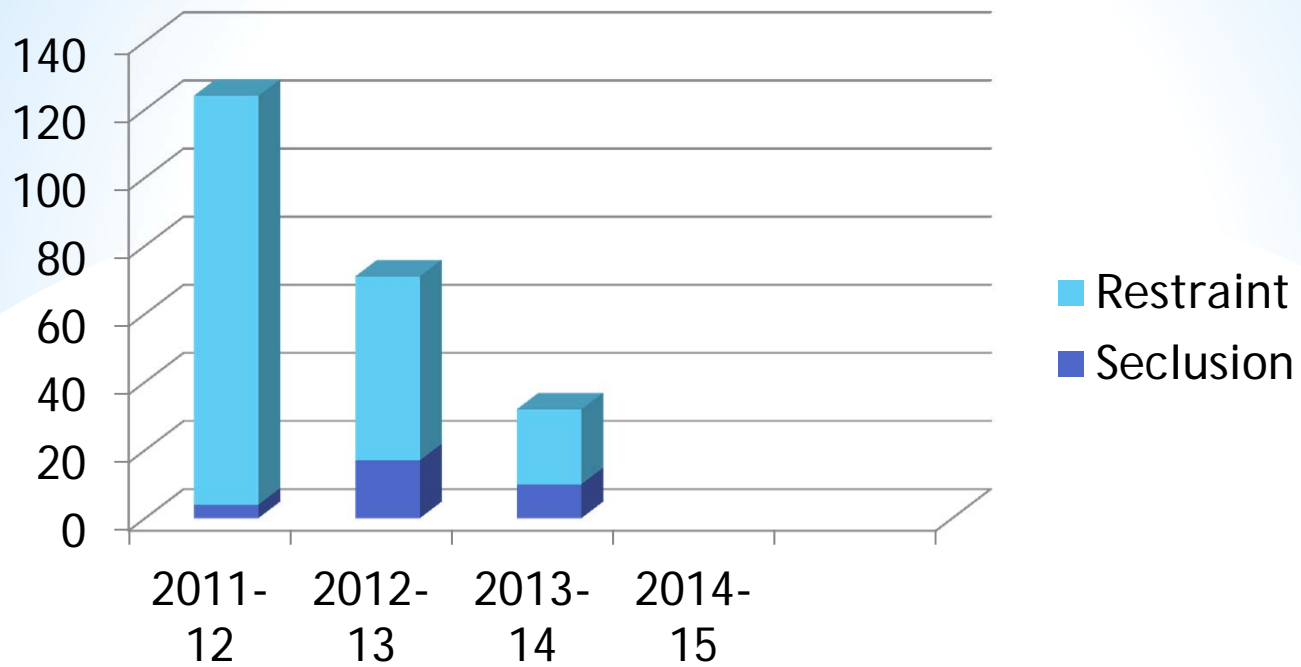


2. Development of Workforce

- * Psychological & Physical Management Training (PMT)
 - * Train the Trainer.
 - * Target special programs within district.
 - * Training across Roles (initial/re-cert).
 - * Teachers/Paraprofessionals/Administrators
- * Crisis Prevention Institute/Therapeutic Crisis Intervention



2. Development of Workforce



3.Plainfield Data

- * Safety of Student is first and foremost.
- * Only used as a last resort when all other methods of de-escalation have failed and the students presents a danger to themselves or others.
- * Used as a protection/not punishment or used as a behavior intervention plan.
- * Implemented as a team (not individually).
- * No element of pain is involved.
- * Individuals are not restrained on the floor.

* Reducing Restraint Risks

- * Safety of Student is first and foremost.
- * Only used as a last resort when all other methods of de-escalation have failed and the student presents a danger to themselves or others.
- * Used as a protection/not punishment.
- * Implemented as a team (not individually).
- * Classrooms to be used whenever possible.
- * Use of rooms without locks or doors if possible.
- * Using spaces w/o dangers.
(sockets/windows/heating grates/etc.)
- * Continuous student monitoring by more than 1 ind.

* Reducing the risk of Seclusion

* Student Injury Reports:

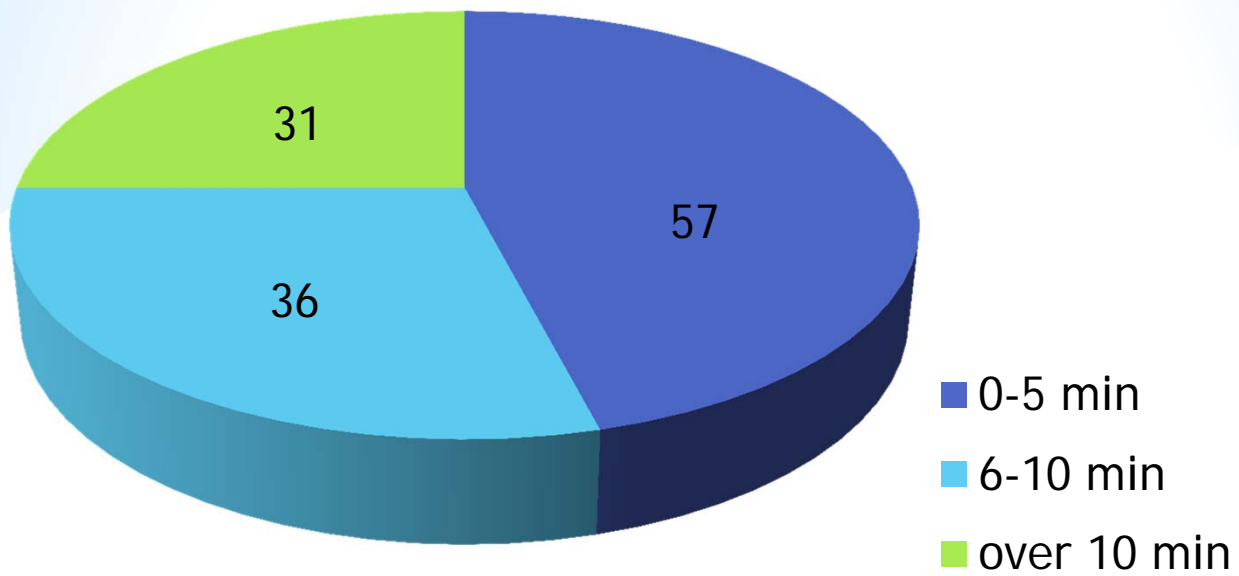
- * 2011-2012: 5 minor Injuries - 0 major injuries
- * 2012-2013: 1 minor Injury - 0 major injuries
- * 2013-2014: 1 minor Injury - 0 major injuries

Definition of Major Injury:

Definition of Minor Injury:

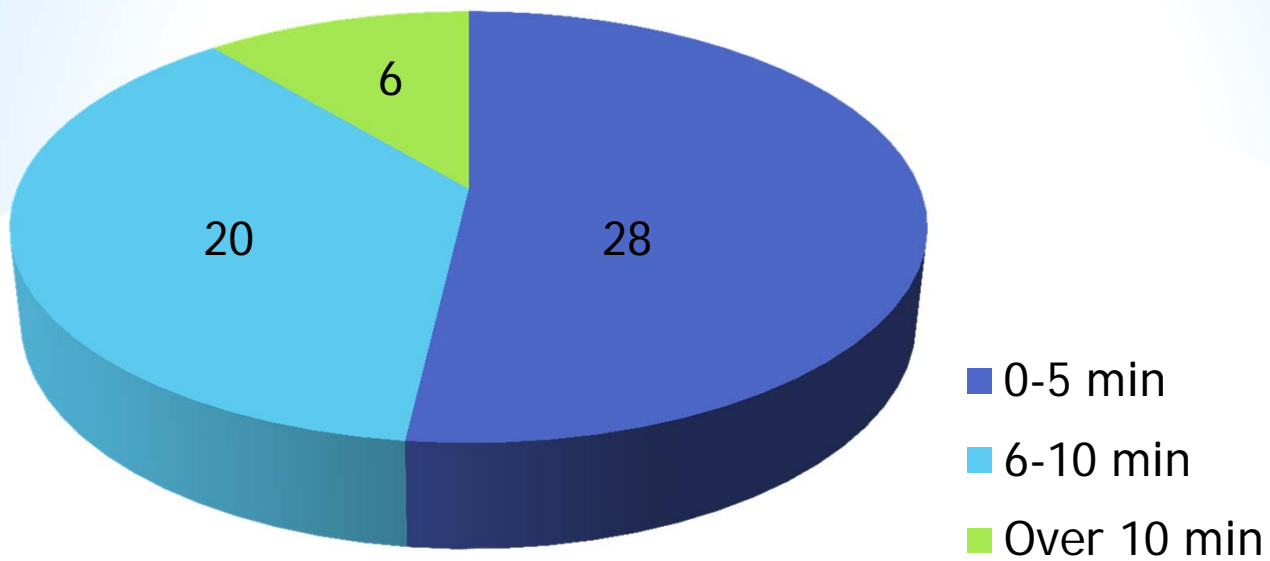
3. Plainfield Data

2011-12 Length of Restraints



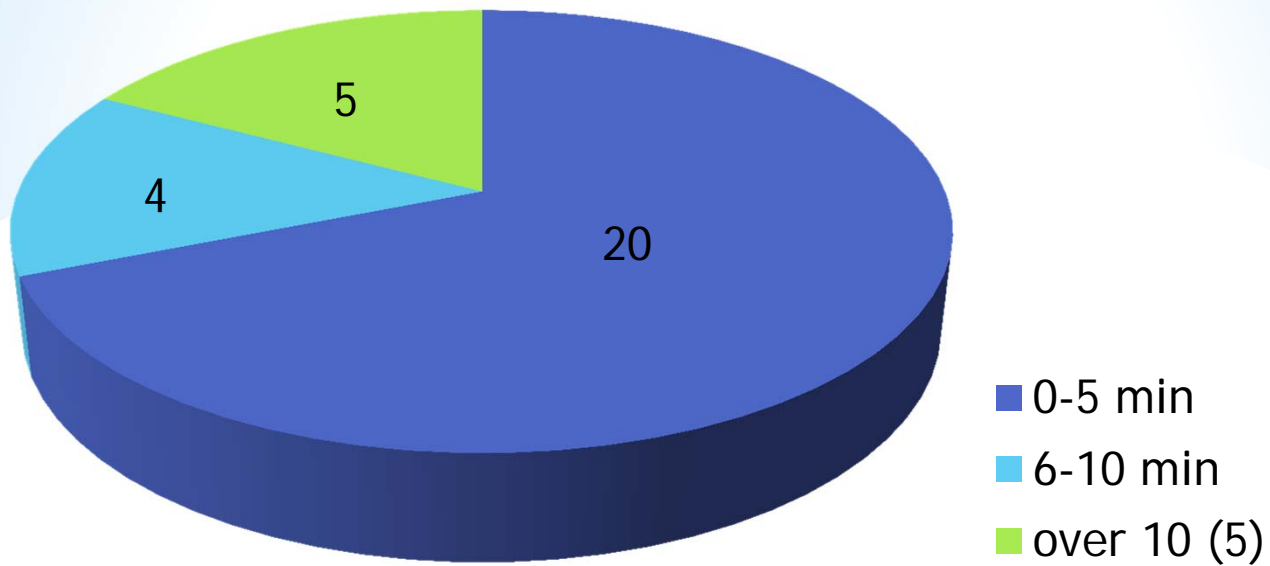
* a closer look

2012-2013 Length of Restraints



* a closer look

2013-2014 Length of Restraints



* a closer look

- * **P**arent input
- * **R**espect our students & staff
- * **E**nvironment
- * **P**ositive Behavior Supports
- * **A**ll are Trained (De-escalation)
- * **R**eview (Safe School Climate)
- * **E**very Individual (Understand)

* **Before**

* **S**oft School Lockdown (Crisis team response)

* **A**lways Communicate to student & Team

* **F**requent Monitoring

* Physical

* Psychological

* **E**nsure Team implementation

* **During**

- * **R**eestablishing Therapeutic Rapport
- * **E**valuate the incident
- * **V**erify procedures
- * **I**nform Parents
- * **E**mploy student team process
- * **W**ritten Documentation
 - * School based team
 - * Outside providers

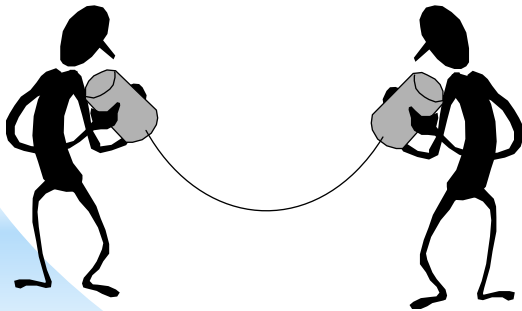
* **After**

1. Communication, Communication & More Communication
2. Family Engagement (Board Priority)
3. Implementation of Positive Behavior Interventions and Supports (PBIS) PreK-5/ Capturing Kids Hearts & Second Step 6-12 (cultural shift...bus drivers/café/community)
4. Awareness of Environment and our Limitations.
 - District Wide Safety & Health team (injury review)
 - Collaboration with EASTCONN
 - Hiring Board Certified Behavior Analyst
 - Positive School Climate Teams
 - Research on Student Connections
 - SERC Professional Development Grant



4. Prevention Tools

- * Reporting Requirements/Guidance from the SDE
- * Family Engagement
 - * Meetings
 - * Contact with case managers
 - * Access to administrators
 - * Parents as partners
 - * Aspire



5. Communication

- * Began 2012-2013
- * Parents/families/community/educators
- * Sharing resources/information/support
- * Committed to providing a quality education for ALL students in partnership with Plainfield School District.
- * Building healthy successful relationships.
- * Code of Conduct

*A collaborative relationship
between Parents and Educators
for the success of our Children*





* Our Restraint/Seclusion Forms

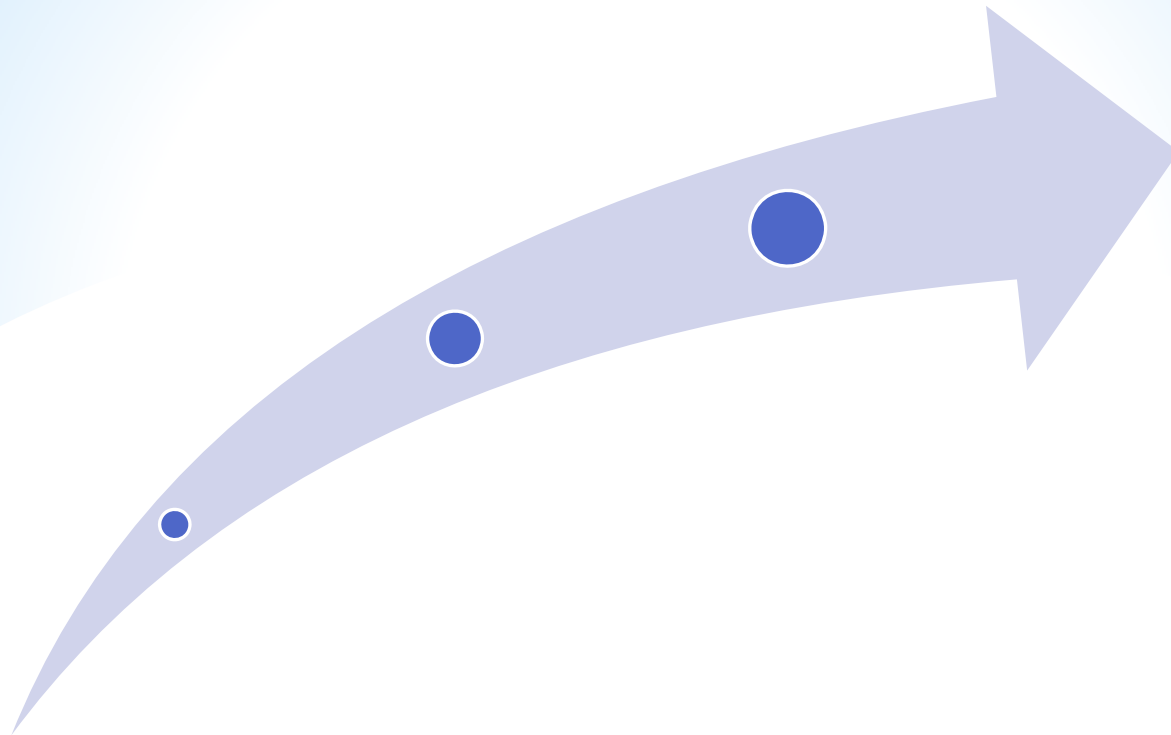
- * Student Behavior Precipitating Protective Hold.
- * Description of the risk of immediate or imminent injury to the student secluded or to others that required the use of seclusion.
- * Positive Behavior Supports attempted prior to hold.
- * Injury status (nurse)
- * Necessary data entry (State DOE Real time data entry)
- * Actions following the hold/actions
- * Parent Notification. (immediate verbal/2 days written)
- * Reviewed by Principal/Asst.Supt.



* Reporting & Notification

- * Reestablishing Therapeutic Rapport with the student. (Trust/Support/Encouragement)
- * Allowing team for reflection/analysis of episode and action plan for the future.
- * CPI's Coping Model
 - * Control
 - * Orient to the facts
 - * Patterns
 - * Investigate
 - * Negotiate
 - * Give Back responsibility to student

6. Debriefing



*Next Steps

- * When a student is escalating
 - * Having other students Leave the classroom (OK in some circumstances). Limit disruption to educational process.
 - * Creating a space to reduce risk of injury to staff and students.
 - * Solutions?: Designing safe/de-escalation spaces (sensory)(Chill Zones)

* Challenges/guidance in LRE

- * Collaborate with Mental Health Treatment Facilities in CT that have reduced/eliminated restraint and seclusion.
- * Greater focus on debriefing practices.
- * Continued Big Picture work to reduce restraint/seclusion in Plainfield.

* 2014-2015 Priorities

- * Plainfield Commitment to continuous improvement. (Continue to Learn).
- * Communication & Planning with our parents.
- * Approach Big Picture not Restraint/Seclusion.
- * Thank You!



* Summary

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