

Alternative Learning Environment

2015

Learning Objectives

- To provide participants:
 - Ideas for the prevention/decreased use of the ALE
 - Correct procedures to follow when using the ALE

Parking Lot

Any questions - Jot down sticky notes on parking lot.

Review from last year

DATA

- From August-April 15:
 - 2,449 documented Critical Incident Reports
 - Average time in ALE: 31.6 minutes
 - i. Loss of student instructional time, adult resources that were utilized (often 2 adults involved)

Examples of When to Write a Critical Incident Report (CIR)

- ALE door is shut
- Restraint is used
- Leaving the property
- Police Call
- Damage to property
- Staff or student injury

Critical Incident Report LINK

LPS Positive Behavior Interventions and Support

You Are Here

[LPS.ORG](#)
[PBIS](#)

Pages

[Home](#)
[Overview](#)
[Coach Description](#)
[Common Themes](#)
[Glossary of PBIS Terms](#)
[Presentations](#)
[Tier 1/Universal Elements](#)
[Acknowledgement](#)
[Systems](#)
[Reinforcement Ideas](#)
[School Examples](#)
[Classroom Systems](#)
[Positive](#)
[Acknowledgement](#)
[Effective Procedures for Dealing with Discipline](#)
[Family/Community](#)

Positive Behavior Interventions and Support

Lincoln Public Schools is currently in a 5 year plan to fully implement Positive Behavior Interventions and Support in all elementary, middle, and high schools.



What is Positive Behavior Interventions and Support (PBIS)?

From the OSEP Center on Positive Behavioral Interventions and Supports:

School-wide PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

This universal level of supports that LPS schools will begin implementing include the following critical elements:

1. Developing a PBIS Team
2. Gaining faculty/staff commitment
3. Expectations and Rules Develooped
4. Plans for Teaching expectations/rules
5. Reward/Recognition Program Established
6. Effective Procedures for Dealing with Problem Behaviors
7. Data Entry and Analysis Plan Established
8. Classroom Systems
9. Evaluatuon
10. Implementation Plan

Contact

Scott Eckman
PBIS/Vision Supervisor
402-436-1918 | seckman1@lps.org

Shannon Hall-Schmeckpeper
PBIS Coordinator
402-436-1970 | shalsc@ps.org

PBIS Recent Posts

- New video examples for Check In/Check Out
- 2014-2015 LPS PBIS Film Festival
- Middle school ideas
- Elementary Tier 1 Meeting 1/14/15
- CI Follow up

Archives

- March 2015
- January 2015
- November 2014
- October 2014
- September 2014
- August 2014
- July 2014

[Secondary and Tertiary Supports](#)
[Tier 2 Resources](#)
[Tier 2 Data Collection](#)
[Video Tutorials](#)
[Behavior Handbook](#)
[Student Assistance Process](#)
[Coaches Corner](#)
[Critical Incident Report 2014-2015](#)



Clarification Restraint and Seclusion

District Policy: Use of Restraints and Seclusion

Definitions:

- Physical Restraint: Using a physical hold to restrict a student's freedom of movement in response to student behavior
- Seclusion: Involuntary confinement alone in a room or area from which the student is physically prevented from leaving in response to student behavior

District Policy: Use of Restraints and Seclusion

When Restraint May Be Used

- Prevent an act resulting in injury when there is *substantial* risk
- Moving a student when he/she is creating *substantial* disruption
- As part of the IEP/BIP

When Restraint is Not Appropriate

- Verbal threats
- Property damage
- As punishment
- When a known medical/psychological condition contraindicates its use

District Policy: Use of Restraints and Seclusion

When Seclusion May Be Used

- Risk of injury
- Causing a substantial disruption
- Behavior so out of control, student is unable to engage in educational activities
- IEP or BIP provides for its use
- Short periods of time to calm the student down

When Seclusion is Not Appropriate

- As punishment
- When a known medical/psychological condition contraindicates its use
- For long periods of time, it becomes the child classroom

District Policy: Use of Restraints and Seclusion

Timeline:

- Physical Restraint: Physical restraint is to be used only as long as necessary to resolve the reason for which it was initiated.
 - Most restraints will last less than 1 minute and a maximum of 3 minutes prior to attempting a full release. Re-initiate, as necessary.

Seclusion: Not for more than 20 minutes after the student ceases presenting the behavior

District Policy: Use of Restraints and Seclusion

Evaluation:

- When seclusion exceeds 30 minutes
- Repeated use of restraint/seclusion in a 3-hour period

Evaluation should consider:

- Appropriateness of procedure in use
- Student needs
- Need for alternate strategies

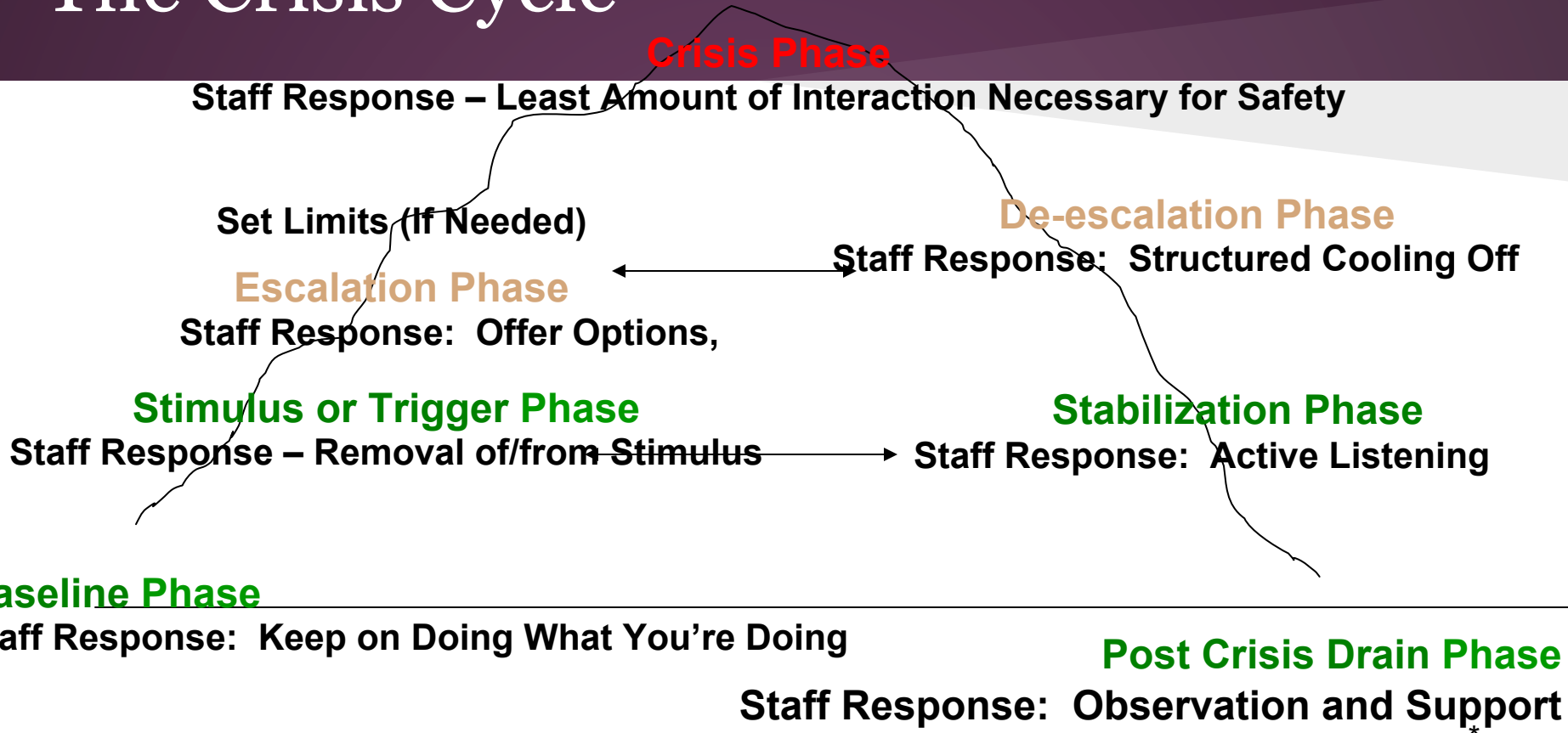
Clarification on Restraint and Seclusion

- Use the policy for definitions
- How do we get students to ALE when they are not safe

Preventative Measures

Preventing problem behavior and the use of ALE

The Crisis Cycle



Staff Responses-Crisis Cycle

<i>Baseline</i>	<i>Trigger</i>	<i>Escalation</i>	<i>Crisis</i>	<i>De-escalation</i>	<i>Stabilization</i>	<i>Post-Crisis</i>
Usual Behavior	Revving Up	Agitated Distressed	Out of control/Unsafe	Calming down/cooling off	Calmed down	Return to baseline/drained/tired/weary
Keep giving students choices	Remove the stress or trigger.	Offer options. (Reinforcing and soothing to the student).	Stop talking unless absolutely necessary.	Do not state consequences of behavior. Avoid re-escalation.	Reassure student that they are safe.	Rest and quiet time should be given.
Be aware of triggers and stressors	Remove student from the stress or trigger.	Back off, stop and re-think.	Physical touch should only be used for protection.	Cooling off measures (breathing, drink of water, etc.)	Use reflection/find out what the real problem was.	Provide appropriate observation and support. Use team members as needed.
Continue reinforcing positive behaviors	Be responsive to the stress/triggers that the student is subject to.	Diversions and distractions	Stay Calm. This is evidenced by your non-verbals and verbals.	Channel feelings into a preferred activity.	Engage in problem solving.	Limit demands on the student. Eventually the student may return to regular routine.
Use your non-verbal and verbal behaviors to reinforce.	STAY CALM and watch your responses.	Set limits by cueing what to do instead.	Call for assistance. Use a team approach.	Give time and space. Encourage use of personal cool down strategies.	Don't lecture or say "I told you so."	Document incident per district procedures.

Being Prepared

- Quick access to materials, reinforcers, visuals
- Plan ahead for schedule changes
 - Make schedule predictable to students
 - Increase positive behavior supports
- Teach, practice and follow routines
- Planned discussion script (Sprick, Sprick, & Garrison 1993)

Example: Planned Discussion Script

Step 1: Identify the Problem and Establish a Focus

1. Identify the problem
2. Establish a focus
3. Determine who should participate in the discussion
4. Schedule the discussion for a neutral time
5. Make an appointment with the student to discuss the problem

Step 2: Meet with the Student to Discuss the Problem

1. Work with the student to define the problem
2. Brainstorm actions that adults and students can take to help solve the problem
3. Set up an informal action plan
4. Schedule a follow up meeting
5. Conclude the meeting with words of encouragement

Step 3: Implement the Plan

1. Encourage student efforts
2. Meet periodically with the student to discuss progress and adjust the action plan
3. Determine whether more structured interventions are needed
4. Provide continued follow- up support and encouragement

Example: Teach, Practice and Follow Routines



Using Positive Approaches

- Pair with students
- Show genuine enthusiasm and interest
- Make empathetic statements
- Praise publicly, criticize quietly
- Acknowledge **ANY** and **ALL** cooperation
 - Praise, reinforce, repeat

Table Discussion:

- A student is expected to complete a math worksheet with 15 problems on it. When given the worksheet, the student drops to floor, whining that the math is too hard.
- What can you say or do to acknowledge any and all cooperation?


Planning Ahead







- Let student name her own “cool down spot”
- Make adjustments to transition routines
- Teach and practice replacement behaviors/
calming strategies
- Practice procedures to move to ALE
- Active supervision
- All team members know student triggers

Example: Cool Down Spot

- Provide a variety of calming activities
- Allow student to help name the place
- Try to have it within the classroom



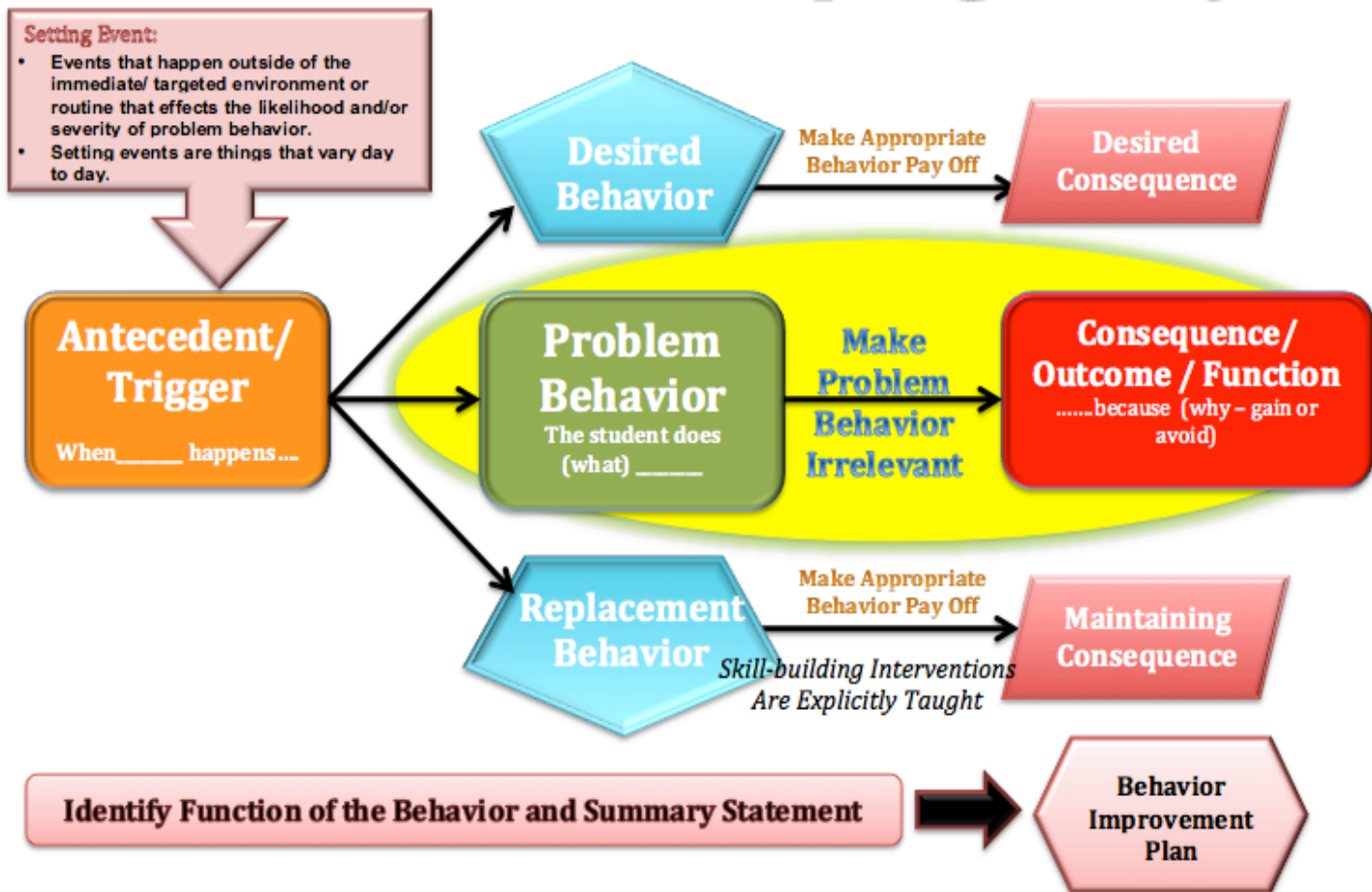
I Need to Get Calm 

1. Get a comfy seat 
2. Choose a calm down tool:   
3. Set the timer  ↻
4. Back to work! 

Identifying Triggers

- Complete an FBA to identify triggers
- Common triggers
 - Work load
 - Work difficulty
 - Peer or adult relationships/interactions
 - Specific subjects or school environments
 - Sensory needs
 - Being told “no”

A, B, C's of Behavior Competing Pathway



Realizing and Adjusting Adult Behaviors

Adult behaviors that Escalate

Voice

- Raising voice, yelling, sarcasm
- Preaching, pleading, ultimatums, need to have the last word, nagging
- Bringing up unrelated events, making accusations

Posture

- Using tense body language
- Attacking the student's character
- Using unwarranted physical force

Emotion

- Holding a grudge
- Acting superior
- Need to be in charge

Adult Behaviors that De-Escalate

Voice

- Calm, Firm, Confident, Respectful
- Use as few words as possible
- Praise behavioral approximations
- Give choices when possible

Posture

- Non-threatening: same eye level, angled position (not straight on), hands open and visible
- Relax muscles (appear calm)
- Give student space
- Limit # of adults involved

Emotion

- Stay calm (Ask for support when not calm)
- Identify student's wants and feelings

Responding to Escalating Student Behavior

- **Based on Triggers/Stressors**
 - Stay calm, monitor adult behaviors, avoid power struggles, use visuals and few words
 - Remove the stressor or trigger
 - Offer options/choices
 - Communicate verbally & non-verbally, “You are not in trouble”
 - Distractions

Additional Tools

- Have a grab & go box in case of evacuation
- Cartooning
- Self-monitoring visuals
- Note cards
- Quick break & retry
- First/Then
 - offer incentive, reward
- Check schedule
- Silent count
- Teacher choice / student choice
- Stop sign
- Conflict resolution

Example: Additional Tools

Cartooning



Conflict Resolution

Peacemaker

I want _____

My solution is _____

Shake hands.

Solutions

Share it together.
Take turns; who is first?
Do without; 1 or both
Do another thing together
Play a game of chance
Make restitution; apologize

Self-Monitoring Visual



"Not a Choice" Visual

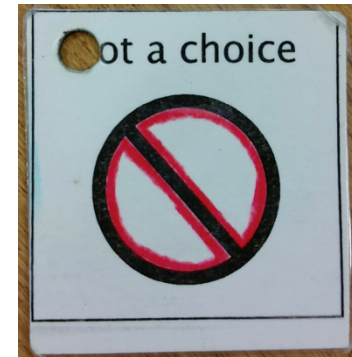


Table Discussion

- When you notice a student starting to escalate, what strategies have you used to avoid a crisis situation?
- What strategy or strategies will be good to focus on this coming school year?

Procedures

Before using ALE....

Safety Plans

Safety Plans Which Consider ALE

- It is important to know....
 - the plan is written to show what we are doing preventatively for and with the student to avoid escalating to a point in which the ALE is needed
- We create the safety plan with the realization the ALE may be used, but it is not necessarily the end result. We want to avoid ALE when possible.

Safety Plan Examples

- Involves a team, including the parent
- Current FBA and BIP are required
- Medical information is included

Lincoln Public Schools
Individual Safety Plan

Student Name: _____ Grade: _____ Date of Meeting: _____

SAFETY PLAN

Medical Alert Information: _____

Other Relevant Information: _____

1. Description of Specific Unsafe Behaviors:

2. Warning signs/Triggers Strategies That Work Strategies That Do Not Work

--	--	--

3. Crisis Response Plan

What to do if the student exhibits above described behavior?	Who will do what/when again?

Plan Monitoring

Date Plan Starts	
Date of Plan Review	

Signature of Student Safety Team Members Present:

Name	Role	Name	Role
	Parent/Guardian		Parent/Guardian
	District Representative		District Representative
	Class Teacher		Class Teacher
	Special Ed Teacher		Para
	Psychologist		Other: _____
	FEB Coach		Other: _____

Sharing with Families

- Take parents on a tour so they can see the ALE room and procedures.
- Clearly define what behaviors will result in ALE
- Practice going to ALE when the student is calm-use this as a teaching moment of the ALE procedures

Teachable moment can still occur.

Student is too upset for learning to occur

Safety of the student and others is the most important.

Student is too upset for learning to occur

Student able to process the events that occurred, but could re-escalate

Student in ALE (door open if he is not trying to hurt others but needs a safe place to calm)

NO TALKING unless for safety. Document ALE visit, monitor for safety (staff with student)
Call family to notify (admin)

Student behavior continues in hallway or escalates to ~~throwing~~ items, spitting, hitting, kicking

Call admin for assistance; help Student to ALE if distractions do not work. (MANDT certified staff)

Limited verbal interactions. Support completion of tasks as needed. Do not discuss incident. Know re-escalation may occur. Admin follow up with family via phone.

Student allows adults to talk or enter room without re-escalation. Completes tasks to show ready to leave. Then move to hallway outside of classroom.

Student frustrated: Yelling, swearing, head on desk, non-sense ~~Will~~ move to safe spot (in hallway)

Adults should stop ALL ~~verbals~~. Switch personnel. Provide sensory tools to help prevent further escalation.

Discuss what occurred, praise any strategies used. Show schedule and get back on track. (May need to change task)

Student problem solves calmly in the hallway. May need to stop to get a drink of water or use restroom.

Student in Green Zone

Adults should reinforce positive behaviors.

Adults should reinforce positive behaviors.

Student in "Green Zone"

Movement to ALE



- Refer to student's safety plan that has been practiced
- Use visuals if applicable
- Use non-verbal cues
- Get help from other staff who are MANDT trained
- Keep calm and quiet
- Continue to use strategies (i.e. wait time, etc)

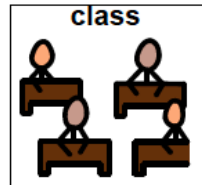
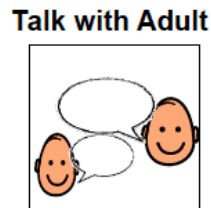
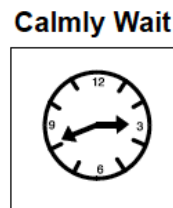
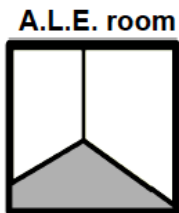
Just because the process of going to ALE has begun, does not mean you HAVE to end there

Procedures While in ALE


- Visuals
- Check on students often for safety

Example: ALE Visual Procedures

level 3
sit 
quiet 
3 minutes 3:00




ALE Process




Sit


3 consecutive minutes




1 worksheet



Process with Teacher



Return to Schedule of Day



ALE Process

Sit with back to X

Sit 3 consecutive minutes

Complete 1 worksheet

Process problem with teacher

Return to schedule of the day

Example: Visual for Adult Response

ALE Procedures

+	When Student is in ALE:
	<ul style="list-style-type: none">• Very limited or No Verbals
	<ul style="list-style-type: none">• Point to Visual in Window
	<ul style="list-style-type: none">• WAIT for student to sit <u>criss cross</u>, quietly, at back wall
	<ul style="list-style-type: none">• Set timer for 3 minutes (If student moves away from back wall, yells, kicks walls, etc. - stop timer and re-start when calm.)
	<ul style="list-style-type: none">• When timer goes off open door
	<ul style="list-style-type: none">• When student raises hand and looks calm, problem solve, use mini-schedule to do work
	<ul style="list-style-type: none">• Reinforce for compliance

level
3
Door open
Place 1 foot inside the door
Place 1 foot outside the door
Divert eye gaze
Limit verbal interactions
When sitting in area and quiet, set timer for 3 minutes
<ul style="list-style-type: none">• When timer beeps, enter room
<ul style="list-style-type: none">• Present 1 low demand task:<ul style="list-style-type: none">Jump 3 timesJump 5 timesDraw a triangleDraw a squareDraw a circleWrite nameWrite 1 to 10Count to 10
<ul style="list-style-type: none">• Process behavior using form
<ul style="list-style-type: none">• Show what is next<ul style="list-style-type: none">-fix it-apologize-return to activity prior to recovery room
<ul style="list-style-type: none">• Return to class

De-escalation Process

- Is the student engaged with their de-escalation process?
(Should be visual for them, words and/or pictures).
- Student sit in designated area for 3 minutes
- Student completes one compliance task
- Student processes with adult

Before the student leaves the room, there needs to be a plan as to where the student should go and with whom (Safety plan)

Procedures After ALE

- Debriefing
 - Appropriateness of procedure in use
 - Student needs
 - Need for alternate strategies
- Forms
 - CIR
 - Personal documentation
- Notification of parents
 - immediate phone call
 - 24 hours **written** (district example)

Decision Points

When is it appropriate to use ALE?

Why Would ALE Be Used?

When Seclusion May Be Used

- Risk of injury
- Causing a substantial disruption
- Behavior so out of control, student unable to engage in educational activities
- IEP or BIP **MUST** provide for its use
- Short periods of time to calm the student down

When Seclusion is Not Appropriate

- As punishment
- When a known medical/psychological condition contradicts its use
- For long periods of time, it becomes the child's classroom
- For compliance

Not an Automatic Trip to ALE

- Physical aggression
- Verbal aggression or threats
- Property destruction
- Wandering/roaming/running inside the building

ALE or Not?

1. Student is tearing up their work and throwing it across the room.
2. Student picks up a laptop and throws it.
3. Student is physically attacking a peer.
4. Student is running in the halls and hiding from staff.
5. Student is making disruptive noises in the classroom.
6. Student isn't following adult directions.
7. Student is trying to jump down staircases.
8. Student is having a tantrum and not responding to strategies outlined in their BIP.

CIR or Not?

1. A classroom needs to be evacuated for an escalated student. That student requires a silent countdown, but then moves on their own to the staff directed space/resource room.
2. A student that leaves class without permission, wanders the halls, and does not re-direct after a silent countdown and is assisted to ALE.
3. A student leaves the building and runs from staff off campus and LPD is called.
4. A student refuses to go to the buddy room and, when supported by staff, drops to the floor and becomes physical (hitting, kicking, biting, and pinching).

Next Steps

- Review logistics of the process
 - Posted visuals (crisis cycle, adult response, etc)
 - Documentation for CIR
- Inform staff of CIR/ALE presentation info
 - Review presentation with paras, teachers & other staff
- Develop response plans for students
 - Who is responding, first responders, second responders, etc.

Resources

The following resources can be found on the PBiS website under the section “Behavior Handbook”:

- Restraint and seclusion guidelines
- Non-seclusion ALE form
- Seclusion ALE form
- Tricks of the trade-Tips for avoiding restraint and seclusion
- ALE room guide
- ALE Crisis Response Guide

Forms can be found on the LPS PBIS website

(<http://wp.lps.org/pbis/secondary-and-tertiary-supports/behavior-handbook/>)