

Spotlight on Successful Practices Training Series



Introductions



Who dares to
TEACH
must never cease to
LEARN

John Cotton Davis

The best part of teaching is that it matters.

The hardest part of teaching is that every moment matters, every day.

-Todd Whitaker

EVERY KID IS ONE CARING ADULT AWAY FROM BEING A SUCCESS STORY.

informed
www.opencolleges.edu.au/informed

“Some teachers taught the curriculum today.

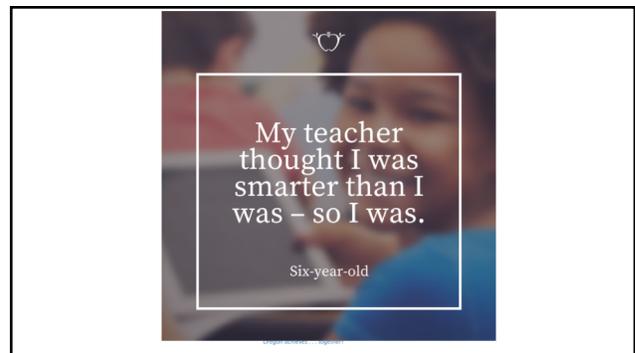
Other teachers taught students today. And there's a big difference”

* From @BluntEducator

Great teachers see themselves as learners. And they see learning through the eyes of their students

"Almost every student you meet may be fighting a battle you know nothing about. Stop. think. then make your response accordingly."
 --Robert John Meehan

"I want students to be able to say these things when they leave me: I am a worthwhile person; I deserve a place on this earth; I am successful; I am ready for whatever the world throws at me- today or tomorrow."
 - Roberta Ford
 LearningStationMusic.com



Life as a teacher
 BEGINS the day
 YOU REALIZE that
 YOU ARE ALWAYS a
LEARNER

We Know How To Improve Student Achievement

Over 200 studies have said that the most significant factor in improving student learning is a knowledgeable and skillful teacher. What Matters Most, 2006

- Teacher expertise accounts for more difference in student performance --40%--than any other factor Ferguson, 2001
- Students who have several effective teachers in a row make dramatic achievement gains, while those who have even two ineffective teachers in a row lose significant ground. Sax, 1999
- The difference in teacher effectiveness is the **single largest factor** affecting academic growth of ALL populations of students. Grady, 2009

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Addressing Behavior in the IEP

OREGON DEPARTMENT OF EDUCATION Multi-tiered Systems of Support

Type of Disability	2012-13 Number of Students	2016-17 Number of Students	Percent Change
Autism Spectrum Disorder	8,216	9,329	13.5%
Deaf/blindness	11	8	-27.3%
Emotional Disturbance	4,550	4,996	9.8%
Hearing Impairment	864	885	2.4%
Intellectual Disability*	3,883	4,113	5.9%
Other Health Impairment	11,090	13,503	21.8%
Orthopedic Impairment	755	673	-10.9%
Specific Learning Disability	26,893	25,677	-4.5%
Visual Impairment	318	320	0.6%
Speech or Language Impairment	17,953	18,188	1.3%
Traumatic Brain Injury	260	272	4.6%
Total	74,793	77,964	4.2%

Source: December Special Education Child Count
*Before 2010-11, this category was labeled "Mental Retardation"

Consider the IEP through-lines

- When developing quality IEPs, have a through-line to connect all IEP components.
- Ground all parts of the IEP in information originated from the student's Present Level of Academic Achievement and Functional Performance (PLAAFP)

Passing the Stranger Test
If you were handed the IEP and did not know the student... could you implement?

IEP Through-lines: Andrew F. Decision

"Would you tell me, please, which way I ought to go from here?" said Alice. "That depends a good deal on where you want to get to," said the Cat. "I don't much care where -" said Alice. "Then it doesn't matter which way you go," said the Cat."

Assure an offering of an IEP that is reasonably calculated to enable a student to make progress appropriate in light of the child's circumstances

PLAAFP Best Practices

- Contains information that is **up to date**
 - "Based on the evaluation conducted in 2010, Joe scored..."
- Contains **observable & measurable** data that can be used to evaluate current performance
 - "Joe does not handle his anger well. He acts out often."
- Includes **data** that is comparable to the type of data being used to evaluate progress toward **goal attainment**.
 - "Joe throws fits an average of 2 times per day." (However, annual goal is written to reduce tantrums down to less than one minute per day)
- Includes a current **baseline** level of performance for each target behavior

Best Practices Resource: Present Levels of Performance Template

Present Levels of Academic and Functional Performance Writing Template

	PRESENT LEVELS OF ACADEMIC PERFORMANCE (Includes Transition for SE and OI)	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE (Includes Transition for SE and OI)
STRENGTHS OF THE STUDENT		
EDUCATIONAL IMPACT FROM ANTI-BIAS, ANTI-RACISM, AND ANTI-HATE CONCERNS		
RESULTS AND EVALUATION OF CURRENT DATA AND CURRENT NEEDS		
NEEDS OF THE STUDENT		
IMPACT OF DISABILITY WITH RESPECT TO ANTI-BIAS, ANTI-RACISM, AND ANTI-HATE CONCERNS IN THE GENERAL EDUCATION CURRICULUM		

Academic Performance: level of development or achievement and how the child applies his or her learning in one or more of the following areas: oral expression, listening comprehension, basic reading skills, reading fluency, reading comprehension, written expression, math calculation, and math reasoning. This may include strategies applied in learning and preferred learning styles.

Functional performance: Skills or activities that are not considered academic or related to the child's academic achievement but are generally considered routine everyday activities. This may include, but is not limited to, communication, social skills, behavior, organization, fine/gross motor, self-care, and self-direction.

Behavior: Special Factors Consideration

- The IDEA strongly supports the notion that IEP teams **proactively** consider and implement Behavior Intervention Plans based on functions of the student's behavior.
- Districts are required to address behavior that impedes the student's learning or the learning of others.
- If "Yes", the IEP team **must** describe Behavior needs in the PLAAFP.
- Needs may also be addressed in the following areas:
 - Goals (including ESY and/or transition)
 - Service summary (including BIP)



Linking the BIP to the IEP

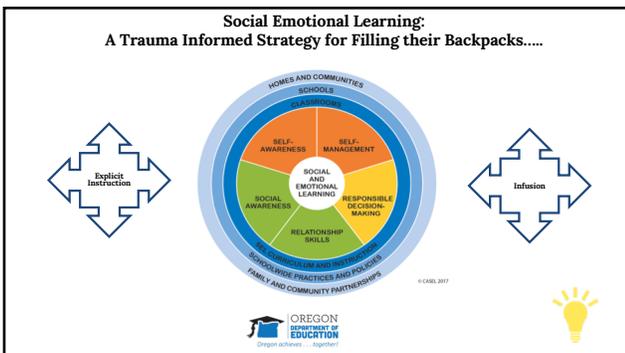
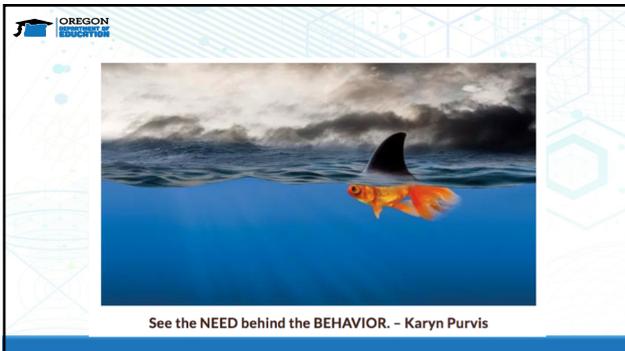
Behavior Intervention Plan (BIP) Essential Components:

- Summary of FBA including Summary Statements
- Identification of Replacement Behaviors
- Prevention or Proactive Strategies
- Educative or Teaching Strategies
- Reinforcement Strategies
- Corrective Strategies
- Behavior Monitoring and Evaluation
- Intervention Integrity Monitoring



Related Individualized Education Program (IEP) Sections:

- Present Levels of Academic Achievement and Functional Performance
- Modifications/Accommodations
- Support for Personnel
- Annual goals
 - Related short term instructional objectives
 - Related services
- Least Restrictive Environment



Why Social and Emotional Learning?

Education that promotes social and emotional learning (SEL) creates immediate improvements in:

- Mental health
- Social skills
- Academic achievement

SEL continues to benefit students for months and even years to come

Students **exposed** to SEL in school continue to do better than their peers on a number of indicators:

- Positive social behaviors and attitudes
- Have better skills such as empathy and teamwork, and academics
- Have fewer conduct problems, less emotional distress, and lower drug use

<https://esel.orelimacs/>

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-COMPASSION
- SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and meaningful relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resolve conflicts, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



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More Resources for Crafting High Quality IEPs







IEP Goals




Specific: Clearly focused (who, what, where, when, etc.)
Measurable: concrete criteria for measuring progress
Attainable: reasonable chance of being achieved
Relevant: to student's ability to make progress
Time-Based: time frame for progress monitoring & follow-up

IEP Goal Development

Goal Development - After measuring your present levels (academic and functional performance) across 3 to 5 A.C.T. (Egocentric, Measurable, Attainable, Relevant, Time-Specific) goals that address the individual needs of the student. You will need to do some prioritization of what is most important or what goals build upon each other in order to select the more appropriate goals.

Goal Component	Explanation
Given what...	means: Under what conditions? • Accommodations (change materials, procedures, alternative response formats, etc.) • Assistive Technology (dictation software, calculators, etc.) • Self-monitoring • Instructional Strategies (prompts, graphic organizers, etc.) • Modifications (change the standards) • Environmental (classroom with predictable routines, etc.)
Who...	means: The Student
Will do what...	means: Observable Behavior • Actions (write, read, analyze, sequence, summarize, compare, describe, identify, listen, read, etc.)
How Often...	means: Frequency • Daily, weekly, during content area, throughout the school day, when work is completed, etc.
How Accurately...	means: How well or independently? • Percentage of accuracy, with/without assistance, etc.
Mode of Measurement	means: Assessment (as measured by...) • Progress monitoring • Teacher Observations • Curriculum Based Assessments • Behavioral Data • Functional Assessments • Self-Checking Progress • Classroom Progress (grades) • Student Work Samples • ... and others

IEP Goal Measurability Activity

- If a goal contains a percentage, assure it is measurable + observable**
 - Dale will manage his behavior 80% of the time
 - Jen will control her temper 90% of the time with 75% accuracy
- If a goal contains technical or professional language, assure it is measurable + observable**
 - Ken will demonstrate appropriate interpersonal and communication skills
 - Sara will internalize an attitude of self-respect
- If a goal contains an "action verb", assure it is measurable and observable**
 - Mike will determine and identify risk-taking behavior
 - Linda will demonstrate an understanding of social well-being

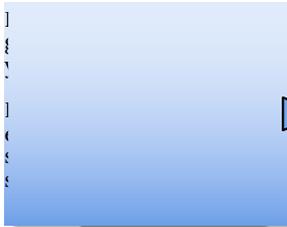


IEP Goal Development

Goal Development - After measuring your present levels (academic and functional performance) across 3 to 5 A.C.T. (Egocentric, Measurable, Attainable, Relevant, Time-Specific) goals that address the individual needs of the student. You will need to do some prioritization of what is most important or what goals build upon each other in order to select the more appropriate goals.

Goal Component	Explanation
Given what...	
Who...	means: The Student
Will do what...	
How Often...	
How Accurately...	
Mode of Measurement	

Table Activity



Use the shared information to create a student PLAAF or IEP goal.

If your group finishes early, make the task eternal.....



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Current Practices: Share Out

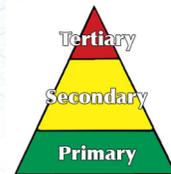
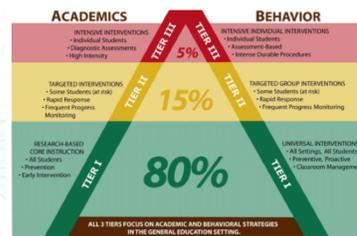
What is your current district/school protocol for completing a Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP)?

Who leads the process?

What are the **qualifications** of the staff member completing the FBA?

What is the timeline?

What to prepare for.....?



Definitions

Functional Behavioral Assessment

- An individualized assessment of a student that results in:
- > A hypothesis about the function of a student's behavior
 - > Recommendations for a behavior intervention plan

Behavior Intervention Plan

- Individualized plan, including positive interventions, designed to:
- > Assist a student to decrease inappropriate behavior; and
 - > Increase or teach an alternative appropriate behavior

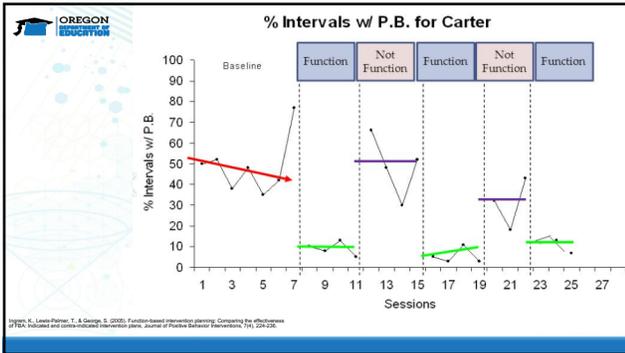
What if we use best practices in our BIP instead of completing an FBA?

Does it really make a difference if we complete an FBA before developing a BIP?

FBA's are difficult and time consuming



Yes! FBAs Really Do Matter!



Basic FBA to BIP

Home & e-Learning Modules - Basic FBA to BIP Overview - Planning for Effective Use - Forms & Resources - About Us

www.basicfba.com

Basic FBA to BIP

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-Wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.

BEHAVIOR SPECIALIST TRAINING | SCHOOL-WIDE TRAINING

Basic FBA to BIP Training Series

New interactive on-line e-modules

Basic FBA to BIP Training Series

- Module 1 - Defining & Understanding Behavior
- Module 2 - FBA: Practice Interviewing
- Module 3 - FBA: Practice Observing
- Module 4 - Critical Features of BIP
- Module 5 - Building BIP from FBA
- Module 6 - Implementation Plan & Leading a BIP team
- Module 7 - Evaluation Planning and BIP Review Meeting

Are We ALL Speaking the Same Language?

School-Wide Training

- Know Your ABCs
- Use it in a Sentence
- Look for Patterns
- Teach a Replacement
- Know When to Ask for Help

How do you know how to stop a behavior of concern if you don't know what's maintaining it in the first place?

Online Module Features

- Pre and Post Assessment for Each Module
- Participant Guide and Materials to Follow Along and Practice Using Forms/Tools
- Interactive Activities with built in Checks for Understanding
- Embedded video to model interviewing
- Embedded video for practicing observations
- Links to data collection and graphing resources specific to Basic FBA to BIP
- Email follow-up with Homework Reminders
- Free!

Basic FBA to BIP Table Tent

Behavior Intervention Planning Meeting

Questions to ask about each potential Intervention being discussed:	Questions to ask the Implementer(s) before committing to the BIP Implementation Plan:
1) Does the intervention address the Function of Behavior? i. Will it make behavior better and not worse? 2) Does the intervention match the A-B-C assessment information collected?	1) Is this intervention feasible for you to implement? 2) Do you believe this intervention will be effective for the student? 3) Is this intervention consistent with your values as an educator? 4) Do you have the skills needed? 5) Are the necessary resources (time, space, staff, administrative support) available?
If the answer to any of these questions is "maybe" or "no": <ul style="list-style-type: none"> ○ Can we modify the intervention/strategy to make it a better fit? ○ Are there supports we could provide to make it a better fit? 	

Supplemental Training for Module 7
 Video: Using the Excel Data Graphing Template
 (Download the Excel Data Graphing Template Training)

FBA to BSP Excel Data Tracking form

Basic FBA to BSP Data Graphing Template Training

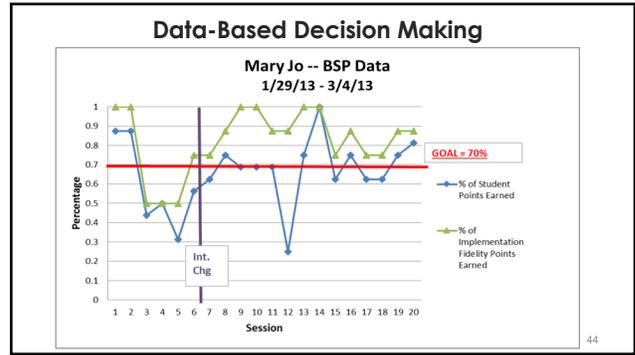


Table Talk:

How do you build capacity in your district for efficient and effective FBA/BIP?

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Abbreviated School Day

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Review: Abbreviated School Day

- SB263 Prohibits a school district from unilaterally placing a student who does not have an IEP on a reduced school day program
- “Unilateral placement” defined as “a placement by a school district without the consent of the student’s parent.”

SB 263: Abbreviated School Day

A student with an IEP team may be placed on a reduced school day if:

- The placement team makes the decision based on a student’s individual need
- Parents have an opportunity to meaningfully participate in the placement discussion
- At least one non-reduced school day option was considered & documented

 **Notice & Acknowledgement Requirements**

- Once per term
- Prohibition against unilateral placement
- Student's presumptive right to full-day program
- Parent right to request IEP team meeting
- IEP includes written statement regarding why student is placed on an abbreviated school day program 

 **Other Abbreviated School Day Considerations:**

Home Tutoring
1 hour a day

 **Most Common Scenarios for Abbreviated School Day**

- Hospitalizations
- Behaviors of concern in the school environment
- Parent Insistence
- Stamina Issues
- Other

Instructional Hours OAR 581-002-2320 <http://www.oregon.gov/DE/Policy/PolicyPages/581-002-2320>

For the 2018-19 school year:

Each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

Grade 12 – 966 hours
Grades 9-11 – 990 hours
Grades K-8 – 900 hours



ADM Language Considerations

- One hour of Tutorial equates to a full day of ADM payment to the District.
- Business rules (ADM Manual) do not equate to instructional decision making.
- Special Education Concerns/Issues
 - Service summaries being reduced to equate to one hour with and without meetings due to a tutorial placement NOT due to student needs.
 - Predetermination of services with and without meaningful parental involvement.
 - Lack of achievable or of any Step Back in plan.



The ADM Language

(6) Students enrolled in programs operating less than the full school day and nonpublic school students attending public schools part time shall be accounted for as follows:

(b) The ADM of students receiving tutorial instruction provided by licensed district staff shall be computed by dividing total number of hours of tutorial instruction given (not to exceed 5 hours per week for a single student) by 73 for the July 1 to December 31 cumulative report and by 175 for the June 30 annual report;



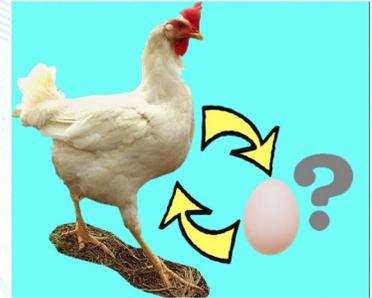
Take-aways from the Phone

- Parental frustration
- Lack of step back plans
- Unrealistic step back plans
- Transition placements (Kindergarten)
- Advocacy group frustration
- School initiated call to pick-up student



Stepping-back in an interim abbreviated school day:

Current Practices Share Out



Fill Your Backpack Resource: Step-Back Plan Best Practices



Table Talk

In your table groups please discuss the “Tutoring” business rule and the intersection of delivery of services?

Be prepared to share out



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Mindsets

- Everyone deserves a high Quality of Life.
- Students deserve to be supported with respect and dignity.
- Educators need to feel supported to best support students.
- Positive Relationships with students are the foundation to all behavior management strategies.



Restraint and Seclusion: What is the issue & why does it matter

In 2013-14, students with disabilities made up **12 percent** of the public school student population, yet comprised **67 percent** of those who experienced restraint or seclusion in school

Approximately **100,000 students** were placed in seclusion or involuntary confinement or were physically restrained at school to immobilize them or reduce their ability to move freely, including more than **69,000** students with disabilities served by the IDEA

The existence of a disparity, however, does raise a question regarding whether school districts are imposing restraint or seclusion in discriminatory ways



Definition of Physical Restraint

OAR 581-021-0550

Physical restraint means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student ...

Physical restraint **does not include** the touching or holding of a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.



Definition of Seclusion

OAR 581-021-0550

Seclusion means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.....

Does not include removal of a student for a short period of time to provide the student with an opportunity to regain self control if the student is in a setting from which the student is not physically prevented from leaving



Seclusion: Examples and Nonexamples

Examples of Seclusion: Student is alone and prevented from leaving the room after a "room clear" with the **teacher/staff person** on the **outside of the room**.

The student is physically separated from others in the classroom and prevented from leaving the designated area with the teacher/staff person outside of the designated area.

Non-Examples of Seclusion: The room is "cleared" and a **teacher/staff person remains in the room** with the student to assist with behavior management.

The student is physically separated from others in the classroom in a designated area and there is a teacher/staff person present with that student in the designated area.



Q&A

Q:
Is it considered physical restraint when a staff member is escorting a student out of the classroom or down the hall and has physical contact with the student by placing their hand on the student's person, e.g. arm?

A:
Physical restraint does not include the touching or holding of a student without the use of force for the purpose of physically re-directing and/or prompting the student or assisting the student in completing a task or activity.



Q&A

Q:
Is it considered seclusion if the student believes that the student is physically prevented from leaving?

A:
No.
There is text in OAR 581-021-0550 that speaks to student perception of being physically prevented from leaving, but that subsection of the OAR only applies to freestanding seclusion cells, which are illegal.



Where did all the confusion come from?

Repealed • Physical restraints may be used in “an emergency by a school administrator, teacher, school employee, or volunteer as **necessary to maintain order or to prevent a student from harming him/herself, other students, and school staff or property** in accordance with OAR 581-021-0061(2)” OAR 581- 021-0062(2)(a)(B).

Current Law • Restraint and Seclusion can only be utilized if:

- Student’s **behavior poses a reasonable threat of imminent, serious bodily injury** to the student or others; and
- Less restrictive interventions would not be effective



Definition: ‘serious bodily injury’

‘Serious bodily injury’ means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.



If physical restraint or seclusion is utilized, the physical restraint or seclusion must be:

Used only for as long as the student's behavior poses a reasonable threat of imminent, serious bodily injury to the student or others

- Must be implemented by those who are trained
- Requires continuous monitoring by personnel of the public education program for the duration of the physical restraint or seclusion



Use of Physical Restraint and Seclusion: (OAR 581-021-0550)

Chemical, Mechanical and Prone Restraint prohibited

Physical Restraint & Seclusion used with conditions

- only for as long as needed
- less restrictive measures not effective

Physical restraint or seclusion may not be used for

- discipline
- punishment
- convenience of personnel of the public education program.



Time limits and rules for seclusion and restraint: (OAR 581-021-0550)

If physical restraint or seclusion continues for more than 30 minutes:

- Adequate access to bathroom or water breaks must be established after 30 minutes
- Every 15 minutes after the first 30 minutes of the physical restraint or seclusion, an administrator for the public education program must provide written authorization for the continuation, including providing documentation for the reason the physical restraint or seclusion must be continued.
- Personnel of the public education program must immediately attempt to verbally or electronically notify a parent or guardian of the student
- Continuous 360 degree monitoring of the situation for the duration



Notification & Documentation

- Verbal or electronic parent/guardian notification of the incident by the **end of the school day** when the incident occurred
- Written documentation of the incident within **24 hours**.
- **Timely notification** of a debriefing meeting to be held and of the parent's or guardian's right to attend
 - A debriefing meeting must be held within **two school days** of the incident and must include all personnel of the public education program who were involved in the incident and any other appropriate personnel. Written notes must be taken
 - a copy of the written notes must be provided to a parent or guardian of the student



Debrief Best Practices

- Comprehensive team approach
- Prevention practices
 - FBA/BIP
- Proactive focus
- Review current practices
 - What do we need to do differently?
 - What can we add or remove from the environment for future success?



Q&A

Q:
If a student calms right away after being placed in a physical restraint, is the school required to notify his/her parents, complete a physical restraint incident report and hold a debriefing meeting?

A:
Yes. Every time a student is placed in a physical restraint the school must give the parent(s) verbal or written notification by the end of the **day the incident occurred. Within two days** of the incident a **documented debriefing** by appropriate staff must occur and include staff involved in the physical restraint. Parents or guardians need to be provided a copy of the meeting notes from this debriefing. OSAR 581-021-0556



Restraint & Seclusion: 5 incidents in a school year

If a student is involved in five incidents in a school year involving physical restraint or seclusion, a team consisting of:

- personnel of the public education program
- a parent or guardian of the student

must be formed for the purposes of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavioral supports



Q&A

Q:
When physical restraint is included in a student's behavior support plan, what guidelines are used when responding to student behaviors?

A:
When a behavior support plan includes physical restraint as a means of responding to student behavior, the use of physical restraint should be initiated only "when other less restrictive interventions would not be effective and the student's behavior poses the threat of imminent, serious, bodily injury to the student or others" OSAR 581-021-0553(2)(a)(AA)(B).



Reporting Requirements for the Use of Physical Restraint and Seclusion 691.021-0559

- The total number of incidents involving physical restraint
- The total number of incidents involving seclusion
- The total number of seclusions in a locked room
- The total number of students placed in physical restraint
- The total number of students placed in seclusion
- The total number of seclusion rooms available
- The total number of incidents that resulted in injuries or death to students or personnel
- The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken to decrease the use for each student
- The number of incidents in which the personnel involved were not trained
- The demographic characteristics of all students (race, ethnicity, gender, disability status, migrant status, English proficiency, economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.




Approval of Physical Restraint and Seclusion Training Programs for School Staff 581-921-6563

- The Oregon Department of Education shall approve training programs in physical restraint and seclusion that:
- Teach evidence-based techniques that are shown to be effective in the prevention and safe use of physical restraint or seclusion
 - Provide evidence-based skills training related to
 - positive behavior support
 - conflict prevention
 - de-escalation
 - crisis response techniques
 - Consistent with the philosophies, practices and techniques for physical restraint and seclusion that are established by rule or policy of the Department of Human Services



Preparing for the Uh-Oh Moment

- Remember your own self-control plan
 - SODA (stop-observe-detach-awaken)
- Match level of response to threat posed
- This too shall pass (trauma informed lens)
- Practice non-identification
- Ask yourself “what is the worst thing that can happen if I do nothing?”
- Hold each other harmless (staff + students)
- Use the debrief meeting as an opportunity to move forward with efficacy
- Transform “should of, would of, could of” into reflective individual professional practice



Connection as Primary Prevention



Thank You!



Lisa Bateman
Oregon Department of Education
Education Program Specialist
lisa.bateman@ode.state.or.us
503-947-5655



Jeremy Wells
Oregon Department of Education
Education Program Specialist
jeremy.wells@ode.state.or.us
503-947-5782

References and Helpful Resources

U.S. Department of Education Restraint and Seclusion Resource Document (2012) https://www2.ed.gov/policy/elsec/instandsec/elsec_02012_001.pdf

Education Commission of the States: Policy Snapshot: Restraint and Seclusion (2018) https://www.ecs.org/wp-content/uploads/Restraint_and_Seclusion.pdf

Basic FBA to BIP (2018) <http://basicfba.cswweb.org/>

Oregon IEP Resources: <https://www.oregon.gov/ode/students-and-family/SpecialEducation/publications/Pages/Oregon-Standard-IEP.aspx>

CASEL SEL Resources: <https://casel.org/>

HB 3318 Measure Text: <https://olis.leg.state.or.us/liz/2017R1/Downloads/MeasureDocument/HB3318>

SB263 Measure Text: <https://olis.leg.state.or.us/liz/2017R1/Downloads/MeasureDocument/SB263>

Abbreviated School Day Notice & Acknowledgement Sample Form: <https://www.oregon.gov/ode/about-us/Documents/SB9202633%20Notice%20and%20Acknowledgement.pdf>

Self Control & Future Success: http://www.nrcas.org/content/108/7/2693_full

PBIS Apps: <https://www.cbisapps.org/communit/Pages/Motivation-of-Problem-Behavior.aspx>

