**Action Plan for Reducing ESI**

**Directions:** For each step of the 6 Key Components for Reducing ESI, write the staff responsible for ensuring the step is completed and dates of implementation and completion.

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| 1. **Leadership Oversight**
 | **Staff Responsible** | **Date Implemented** | **Date Completed** |
| Revise and communicate policy statement |  |  |  |
| Update necessary documents with revised policy statement |  |  |  |
| Develop and communicate [goal(s)](https://www.ksdetasn.org/resources/2463) for reducing ESI |  |  |  |
| Implement steps to achieve goal |  |  |  |
| Communicate and implement Treatment Integrity Forms |  |  |  |
| Communicate and implement [Oversight Plan](https://www.ksdetasn.org/resources/2461) |  |  |  |
| Develop and communicate [Staff Recognition Plan](https://www.ksdetasn.org/resources/2464) |  |  |  |
| 1. **Data to Inform Practice**
 | **Staff Responsible** | **Date Implemented** | **Date Completed** |
| Gather baseline of ESI frequency and duration per classroom, staff, demographics, and injuries |  |  |  |
| Develop process to track, graph, analyze, and post progress towards goal(s)  |  |  |  |
| Develop process to recognize staff for progress towards goal(s)  |  |  |  |
| 1. **Performance Development**
 | **Staff Responsible** | **Date Implemented** | **Date Completed** |
| Organize a Performance Development Team |  |  |  |
| New hire/Ongoing training includes all components to reduce ESI |  |  |  |
| Develop a plan for training families as indicated in IEP |  |  |  |
| Prevention plan on Analysis of Debriefing Form includes performance development training  |  |  |  |
| Train Performance Development Team on all components of new hire and ongoing training |  |  |  |
|  **4. ESI Prevention Supports** | **Staff Responsible** | **Date Implemented** | **Date Completed** |
| Train all staff on all ESI Prevention Supports |  |  |  |
| All components of Behavioral Supports are implemented in all classrooms |  |  |  |
| All components of Instructional Supports are implemented in all classrooms |  |  |  |
| All components of Environmental Supports are implemented in all classrooms |  |  |  |
| 1. **Student & Family Engagement**
 | **Staff Responsible** | **Date Implemented** | **Date Completed** |
| Communicate Action Plan and goal(s) to families |  |  |  |
| Develop transition activities within the building to potential |  |  |  |
| Modify student committee responsibilities so all students can participate |  |  |  |
| Modify student debriefing procedures so all students can participate |  |  |  |
| Develop a process for communicating crisis incidents where the use of an ESI was prevented to parents |  |  |  |
| Develop a process to communicate goal progress to families |  |  |  |
| Develop process for inviting families to participate in developing prevention plan on Analysis of Debriefing Form |  |  |  |
| Develop process for including family performance development training in the IEP |  |  |  |
| Develop opportunities for families to complete [satisfaction surveys](https://kusurvey.ca1.qualtrics.com/jfe/form/SV_eY8Y4iSQciTQ7T8) |  |  |  |
|  **6. Debriefing Techniques** | **Staff Responsible** | **Date Implemented** | **Date Completed** |
| Train staff on completing Debriefing Form  |  |  |  |
| Develop process for executive team member(s) to have knowledge of each crisis event |  |  |  |
| Develop process for Analysis of Debriefing Form being completed within 1-2 days after each crisis incident  |  |  |  |
| Develop process for communicating need for staff training to Performance Development Team as indicated in prevention plans |  |  |  |
| Include Root Cause Analysis tools in analysis of debriefing process |  |  |  |



Adapted from Huckshorn, K.A.; LeBel, J.; Caldwell, B. (Eds.) (2018). Six Core Strategies©: Preventing Violence, Conflict and the Use of Seclusion and Restraint in Inpatient Behavioral Health Settings. An Evidence-based Practice Curriculum Training Manual. Originally developed with the National Association of State Mental Health Program Directors (2002-2009): Alexandria, VA. All rights apply to use of these author edited materials.