**6 Key Components for Reducing ESI**

1. **Leadership Oversight**
	* Review and communicate policy statement to include assurance of safety for all by using ESI as a last resort and a commitment to the reduction of ESI
	* Develop, analyze, and communicate data on [Goals to Reduce ESI](https://www.ksdetasn.org/resources/2463)
	* Implement, monitor, and communicate Treatment Integrity Forms
		+ [Teacher Treatment Integrity Form](https://www.ksdetasn.org/resources/3463)
		+ [Trauma-Informed Care practices](https://www.traumainformedcare.chcs.org/what-is-trauma-informed-care/)
	* Prevention plan on Analysis of Debriefing Form includes performance development training as needed
		+ Include families in performance development training as indicated in IEP
	* Develop, communicate, and monitor [Staff Recognition Plan](https://www.ksdetasn.org/resources/2464)
	* Monitor the completion of the [Debriefing Form](https://www.ksdetasn.org/resources/2467)
	* Facilitate the [Analysis of Debriefing Form](https://www.ksdetasn.org/resources/2468) and monitor implementation of the changes to future procedures
	* Implement, communicate, and monitor [Oversight Plan](https://www.ksdetasn.org/resources/2461)
	* Develop, monitor, and communicate [Action Plan](https://www.ksdetasn.org/resources/2460) for reducing ESI
2. **Use Data to Inform Practice**
	* Gather baseline of goal to reduce ESI
	* [Track,](https://www.ksdetasn.org/resources/2463) [graph](http://graphit.ksdetasn.org/interventions), [analyze](https://www.ksdetasn.org/resources/1991), post, and [recognize](https://www.ksdetasn.org/resources/2464) the progress of the goals
3. **Performance Development**
	* Organize a Performance Development Team to provide new hire and ongoing training (ie: monthly)
	* Allow staff input on performance development training
	* New Hire and Ongoing Training Includes:
		+ [Behavior Skills Training](https://drive.google.com/drive/folders/1V5vVuGP8zEVpoE7Xy_6fVHJyk4QPWHEp?usp=sharing) (BST) to train staff on how to implement strategies
		+ [ESI laws and regulations](https://vimeo.com/847305952/290d12aab3?share=copy)
		+ [Neurobiological effects of trauma and student diagnoses](https://www.youtube.com/watch?v=-sk5ep8qpg8&feature=youtu.be)
		+ Restraint and seclusion procedures (ie: [CPI](https://www.crisisprevention.com/), [Mandt)](https://www.mandtsystem.com/)
		+ REsTRAIN Forms for Reducing ESI
			- [Debriefing](https://www.ksdetasn.org/resources/2467) procedures
			- ESI [Oversight Plan](https://www.ksdetasn.org/resources/2461)
			- ESI Prevention Supports (see below)
			- [ESI Treatment Integrity Form](https://www.ksdetasn.org/resources/3463)
			- [Staff Recognition Plan](https://www.ksdetasn.org/resources/2464) for ESI Reduction
4. **Use ESI Prevention Supports**
	* Behavioral Supports:
		+ [Pairing](https://drive.google.com/drive/folders/1vRkRkPQ7Bp1v-RJoQcZFIYSpPZ44rQY2?usp=drive_link)
		+ [5:1 Ratio of positive to negative staff to student interaction](https://drive.google.com/drive/folders/13dqblXdfyvTTtG5hEQZI7UK8XWpl833V?usp=drive_link)
		+ [Choice-Making](https://drive.google.com/drive/folders/1nwf9xgphJUjI0eIIJCgRB2AsyOMjxgEB?usp=drive_link) strategies
		+ [Schedule of reinforcement](https://drive.google.com/drive/folders/1pg-7ikuTfwBG88MectUW7FOtDJ74pNu3?usp=sharing)
		+ Preference Assessments
		+ [FBA](https://docs.google.com/document/d/1t1O9R4Fpy11jQMSuUaXlFzg4z2kl_8zI/edit)
		+ [Extinction](https://howtoaba.com/extinction/)
		+ [Precorrection](https://drive.google.com/drive/folders/1tLgW3WVSVByjQg97LbtcaxjflbZ-_9Vf?usp=drive_link)
		+ [Shaping](https://drive.google.com/drive/folders/1-gGrNzAjhv98MQCy7oMHxoR_vo559-Yf?usp=drive_link)
		+ [Function-Based Thinking](https://moodle.tasnatbs.org/enrol/index.php?id=37) (Will need to create a Moodle account first)
	* Instructional Supports:
		+ [Active Supervision](https://drive.google.com/drive/folders/1ADu6JSvs2QnT3l9ldqkfKSAeB6dVjR03?usp=sharing)
		+ Fade in demands
		+ [Intersperse easy and difficult demands at 80/20 ratio](https://drive.google.com/drive/folders/1JD7uXxIaM2k3OBvtm8b-2WCGz9oXzdmt?usp=sharing)
		+ Mix and vary type and presentation of instruction tasks and demands
		+ Prompting Procedures
		+ [Behavior momentum](https://drive.google.com/drive/folders/1Gf_eORyU28OLZss8Hr31dk23NbGQC9MV?usp=sharing)
		+ Teach replacement behaviors during social skill lessons
		+ Data Collection ([Frequency/Rate](https://drive.google.com/drive/folders/117uB58X7kXeygkIroTzOXATe8Tg1GtFN?usp=sharing), [Duration](https://drive.google.com/drive/folders/1GkH-CSvh6UJ8pXu6fSH2Vh7ul-4teL6P?usp=sharing), [Latency](https://drive.google.com/drive/folders/1qhqpkaZ6Ojs33hhkGpKF2DoL5JECrozz?usp=sharing), Interval)
		+ Simultaneous Prompting
	* Environmental Supports:
		+ [Physical Structure](https://drive.google.com/drive/folders/1kw7FrMpbgD6my6Sf3pDXd4qZQwDxWGoI?usp=sharing)
		+ [Visual Supports](https://drive.google.com/drive/folders/1YEIRPD7VxiUPTzoNLf_4h2CtLWcSpCL6?usp=sharing)
		+ Visual Schedules
		+ [Work Systems](https://drive.google.com/drive/folders/1-HBhXm5vassCxdkMC7ZIJHn_3xiGNsz8?usp=drive_link)
		+ Established and defined rules and routines
		+ Functional Communication
		+ [Staff self-care](https://www.ksdetasn.org/atbs/educator-self-care-and-wellness) and co-regulation
		+ Organization of instructional materials (includes providing materials to support staff prior to lesson starting)
		+ Meaningful and relevant materials
5. **Student and Family Engagement**
	* Provide [choice-making](https://www.ksdetasn.org/resources/2158) opportunities throughout the school day
	* Provide [documentation to parents](https://www.ksdetasn.org/resources/845) regarding each crisis incident
	* Provide [evidence-based](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf) activities to increase capabilities to their full potential
	* Provide an opportunity to [debrief with the student](https://www.ksdetasn.org/resources/2147) after each crisis
	* Provide opportunities for committee representation
	* Provide opportunities for families to complete a [satisfaction survey](https://kusurvey.ca1.qualtrics.com/jfe/form/SV_eY8Y4iSQciTQ7T8)
	* Provide [transition](https://www.ksdetasn.org/atbs/transition-across-the-lifespan) opportunities within the school setting
6. **Use of Debriefing Techniques**
	* Implement after EACH crisis behavior
	* The purpose is to prevent future ESIs and prevent trauma to staff and students
	* Includes:
		+ Immediate post-event discussion with the student and staff:
			- Ensure all parties are safe and calm
			- Get facts from all parties involved
			- Determine classroom re-entry procedures
			- Complete [Debriefing Form](https://www.ksdetasn.org/resources/2467)
		+ Communication of ESI to the executive team member(s) by the on-site supervisor
			- Purpose of Communication:
				* Informs of working conditions
				* Informs of needed support
				* Informs of needed performance development
		+ [Analysis of Debriefing Form](https://www.ksdetasn.org/resources/2468) with the crisis team
			- Completed within 1-2 days after the ESI
			- Includes student or student designee, parent or guardian, staff involved, on-site supervisor, executive team member, medical staff/nurse, and behavioral support staff
			- Use Root Cause Analysis (RCA) tools to determine:
				* What went wrong?
				* What knowledge was unknown or missed?
				* How could we have responded differently?
				* How to avoid the crisis in the future?
* Communicate the need for particular staff training to the Performance Development Team based on analysis of the Debriefing Form

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