**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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