

North Brookfield Public Schools Use of Physical Restraint Procedures

Proper Administration of Physical Restraint

It is the intent of the North Brookfield Public Schools (NBPS) to provide a safe, non-harmful behavior management system designed to aid staff members by maintaining the best possible care and welfare for even the most agitated or dysregulated students, even when their behavior poses a threat of assault or imminent, serious, physical harm to self and/or others.

Physical restraint may be used only in the following circumstances:

- As an emergency procedure of last resort when non-physical interventions have been ineffective or are deemed to be inappropriate under the circumstances;
- The student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others. (603 CMR 46.03 (1)(c))

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from:

- Assault;
- Imminent, serious, physical harm. (603 CMR 46.03 (1)(c))

Physical restraint is prohibited in the following circumstances:

- As a means of discipline or punishment;
- When a student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of assault, or imminent, serious, physical harm;
- As a standard response to an individual student. (603 CMR 46.03 (2)(a-d))

Prohibited forms of restraint:

(a) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.

(b) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,

6. The program has documented 603 CMR 46.03(1)(b) 1 through 5 in advance of the use of prone restraint and maintains the documentation. (603 CMR 46.03 (1)(a-b))

Required training for all staff

The annual training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used for all program staff will:

1. Occur during a scheduled block of time the two-day staff orientation held at the end of August prior to students return to school;
2. Provide a power point, delivered by the District's Director of Student Services (DSS) and Safety Care Trainer (SCT) addressing all of the required training elements;
3. Provide an post-test for staff to complete following the presentation for review by DSS and/or SCT to determine if any staff require further training;
4. Provide staff, hired after the start of the school year, with steps 2 and 3 within the first month of employment.

All staff training in methods to prevent student violence, self-injurious behavior and procedures for the use of restraint:

To provide all staff with an understanding of with methods for preventing student violence and self-injurious behavior staff will annually, during the first month of school, receive professional development, from the District's trainer in following Safety Care Topics:

- Understanding Behavior;
- The A-B-Cs of Behavior;
- Incident Prevention

The training will include Vanderbilt University IRIS Center's Acting Out Cycle Strategies (Appendix B).

Training for all staff will also include:

1. The role of the student, family, and staff in preventing restraint;
2. The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
3. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
4. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
5. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
6. Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint. (603 CMR 46.04 (2)(a-f))
7. The Terms and definitions included in Appendix A
8. Prohibition of Medication and prone restraints (603 CMR 46.03 (1)(a-b))
9. Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint. (603 CMR 46.04 (2)(a-f))

Identification and Training of Staff Permitted to Administer Physical Restraint:

At the beginning of each school year the Principal of each school within the district shall identify the staff to receive the complete Safety Care training required for administration of physical restraint in a manner compliant with regulation. Only those staff who have completed the training (certification) can serve as a resource for administering physical restraint to students except in an emergency. At the beginning of each school year, the principal or his/her designee shall identify staff to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the

use of physical restraint. Initial and, when appropriate, recertification training will be completed within the first 60 school days. (603 CMR 46.04 (3))

Using Safety Care as the primary curriculum, the in-depth training will include:

- a) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- (b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- (c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- (d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- (e) Demonstration by participants of proficiency in administering physical restraint;
- (f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects. (603 CMR 46.04 (4)(a-f))

Exception to Training Requirement

The training requirement will not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. (603 CMR 46.05 (1))

Restraint Guidelines

The following guidelines should be followed whenever a restraint is administered:

- Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students.
- Whenever possible, the administration of a restraint will be witnessed by at least one adult who does not participate in the restraint;
- A physical restraint will use only the amount of force necessary to protect the student or others from physical injury or harm;
- A person administering physical restraint will use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5);
- Floor restraints, including prone restraints are prohibited with limited exceptions permitted by law;
- No restraint shall be administered in such a way that the student is prevented from breathing or speaking;
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration;
- A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others;

- If a student is restrained for a period longer than twenty (20) minutes, staff shall obtain the approval of the principal. Such approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint;
- Staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans to the use of physical restraint on an individual student;
- If at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance;
- Use of medical, mechanical, and seclusion restraints is prohibited. (603 CMR 46.05 (1-5))

Post Restraint Procedures:

The following will occur following administration of a physical restraint:

- Assessment of the student by the school nurse;
- Meeting with review of the circumstances leading to the restraint to determine if there are ways to reduce the need for restraint;
- Meeting to debrief with staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed.

Reporting Requirements

- School/Program staff member who administered the restraint shall verbally report the physical restraint to the Principal/Designee as soon as physically possible;
- School Staff member(s) who administered the restraint submit a written report Principal/Designee no later than the next school working day.
- Written report shall be provided to Principal/Designee except when the principal has administered the restraint and prepared the report. The report will then be provided to the Director of Student Services/Designee;
- Principal/Designee will forward a copy of this report to the Director of Student Services/Designee;
- Director of Student Services/Designee shall maintain all physical restraint reports in a permanent file, which may be made available for review by the Department of Elementary and Secondary Education, upon request;

Informing parents:

- Principal/Designee shall verbally inform the student's parents/guardians of restraints of all duration as soon as possible on the day the restraint was administered;
- Principal/Designee shall inform the student's parents/guardians of restraints of all duration by written report postmarked no later than three (3) school working days following the use of restraint. If the school/program customarily provides a parent/guardian of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language;
- Principal/Designee shall provide student and parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

Contents of Written Report Shall Include:

- Name of student;

- Names and job titles of staff who administered restraint, and observers, if any;
 - Date of the restraint;
 - Time restraint began and ended;
 - Name/Title of administrator who was verbally informed following restraint;
 - When applicable, name of the administrator who approved continuation of a restraint beyond twenty (20) minutes.
 - Description of activity(s) in which restrained student and others in the room or vicinity were engaged in immediately preceding use of physical restraint;
 - Description of behavior leading to restraint;
 - Description of efforts made to prevent escalation of behavior, including specific de-escalation strategies used;
 - Description of restraint alternatives attempted;
 - Justification of initiating restraint;
 - Description of restraint administration including the holds used and reasons such holds were necessary
 - Description of student's behavior and reactions during restraint;
 - Description of how the restraint ended;
 - Documentation of injury to student and/or staff, if any, during the restraint;
 - Description of any medical care provided and outcome of those efforts;
 - If applicable, justification for administering an extended restraint;
 - Information regarding any further action(s) school has taken or may take, including any consequences imposed on student;
 - Information regarding opportunities for student's parents to discuss with school officials, administration of restraint, any consequences that may be imposed on student, and any other related matter.
- (603 CMR 40.66 (4)(a-e))

Individual Student Review

The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. Regarding any students identified, a review team(s) shall be convened as determined appropriate to assess student's progress and needs. In making this assessment, the team should consider the following:

- Written restraint reports and any student/parent comments;
- Analysis of the circumstances leading up to restraint;
- Consideration of factors leading up to restraint, alternatives to restraint, de-escalation techniques, etc., with the goal of reducing/eliminating need for restraint in the future;
- Agreement on a written plan of action. (603 CMR 46.06 (5))

Administrative Review

The principal shall conduct a monthly review of school-wide restraint data. This review shall consider:

- Patterns of use of restraints;
- Number and duration of physical restraints school-wide;
- Number and types of injuries, if any, resulting from restraint.

The principal shall also determine what actions are necessary and appropriate to reduce or eliminate future restraint, including but not limited to modification of the school's physical restraint prevention and management policy and/or additional staff training.

The principal shall provide copies of the monthly review to the Director of Student Services. (CMR 603 46.06 (6))

Reports to the Department of Education

When a restraint has resulted in any injury to a student or a school staff member, the school shall provide to the Department of Elementary and Secondary Education no later than three (3) school working days of restraint administration:

- A copy of the written report required by 603 CMR 46.06(4);
- A copy of the record of physical restraints maintained by school administrator pursuant to 603 CMR 46.06(2) for the thirty (30)-day period prior to date of reported restraint.

The Department shall determine if additional action on the part of the public school is warranted and, if so, shall notify the public school of any required actions within thirty (30) calendar days of receipt of the required written report(s). (603 CMR 46.06 (7))

Every program shall collect and annually report data to DESE regarding use of physical restraint in a manner and form directed by DESE. (603 CMR 46.06 (8))

Students with Disabilities

Physical restraint may not be used as a standard response for any individual student. Therefore, no written individual behavior plan or Individual Education Program (IEP) may include use of physical restraint as a standard response to any behavior. (603 CMR 46.03(2)(d))

Parent/Guardian and Student Engagement

The following will be implemented to engage parents/guardians and students in discussions about Restraint Prevention and the Use of Restraint Solely as an Emergency Procedure:

The Principal at each school will:

1. Provide all families and students with provide all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school annually;
2. Identifying students who may be at risk of restraint and work with the student and their family along with the school counselor to identify and work on behavioral supports to prevent restraint from occurring.
3. Engage the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the school counselor should also follow up with the student and their family regarding behavioral support.

(603 CMR 46.04 (1) (b))

Restraint Complaint Procedures

Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint regarding a specific physical restraint, procedure, a student or their parent/guardian may seek to resolve their concerns with the school's Principal by directing their concerns to the principal within ten (10) days of receipt of the restraint report from the school. The principal will work resolve and provide a written description of the attempted resolution within 5 school working days. If the student and/or their parent/guardian are not satisfied with the informal resolution they may proceed with the formal complaint process. Nothing in this option prevents a student or their parent/guardian from immediately preceding to the formal complaint process.

Formal Resolution of Concern About Use of Physical Restraint

A student or their parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve their concerns by submitting a written complaint to the Office of Student Services within twenty (20)

days of the restraint report. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought. The Office of Student Services will investigate the complaint promptly. In the course of its investigation, the Office of Student Services shall contact those individuals that have been referred to as having pertinent information related to the complaint. Due to differing circumstances strict timelines cannot be set for completion of each investigation. However, every effort will be made to complete a thorough investigation as expeditiously as possible.

If the student or their parent/guardian is not satisfied with the results of the investigation they may request a review of the investigation from the superintendent within 10 days of receipt of the results of the investigation.
(603 CMR 46.04 (1)(f))

Appendix A

Definition of Terms

As used in 603 CMR 46.00, the following terms shall have the following meanings:

Physical Escort: Temporary touching or holding, without use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: Direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does **NOT** include brief physical contact to support student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or physical escort.

Public Education Program: Public schools, including charter schools, virtual schools, collaborative education programs, special education schools approved under 603 CMR 28.09, except as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs.

Mechanical Restraint: The use of any device or equipment to restrict a student's freedom of movement. The term does **NOT** include devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved positioning or protective purposes for which the devices were designed. **Mechanical Restraint is PROHIBITED in public education programs.**

Seclusion Restraint: Involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. **Seclusion is PROHIBITED in public education programs.** Seclusion does not, however, include timeout, which is permitted.

Time-Out: A behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student is calm.

Medication Restraint: The administration of medication for the purpose of temporarily controlling behavior. **Medication Restraint is PROHIBITED in public education programs.** Medical Restraint does not, however, include medication prescribed by a licensed physician and authorized by the parent for administration in the school setting.

School Working Day: Any day or partial day that students are in attendance at the public education program for instructional purposes.

Appendix B

Acting Out Cycle Strategies

Acting-Out Cycle	
Phase	Description
Calm Phase	Student behavior is characterized as goal-directed, compliant, cooperative, and academically engaged. The student is responsive to teacher praise and willing to cooperate with peers.
Trigger Phase	Student misbehavior occurs in response to an event either within or beyond the school day. When a student encounters a trigger, he may become restless, frustrated, or anxious.
Agitation Phase	The student can engage in a variety of off-task behaviors. Some students might dart their eyes, tap their fingers, or start and stop their activities. Others might disengage or stare off into space.
Acceleration Phase	The student's challenging behavior intensifies and is often directed at the teacher. It's at this stage that a teacher often first recognizes that a problem is occurring.
Peak Phase	The student's behavior is clearly out of control (e.g., yelling at the teacher, hitting others, destroying property) and may create an unsafe classroom environment.
De-escalation Phase	The student is less agitated and may be confused or disoriented. Many students will withdraw, deny responsibility, attempt to blame others, or try to reconcile with those they harmed.
Recovery Phase	The student is generally subdued and may wish to avoid talking about the Peak incident. The student returns to the Calm Phase.

Calm Phase Strategies and Tips

Strategies	Tips
Explicitly teach classroom rules and procedures.	- Develop clear rules and easy-to-follow procedures. These should be introduced, discussed, modeled, practiced, and reviewed frequently. - Teach classroom behavior expectations (i.e., what it looks like to be responsible and respectful). This can decrease

	challenging behaviors and increase the likelihood of student success.
Build (and maintain) relationships with students.	• Create a welcoming and supportive classroom environment. • Show an interest in students' lives, hobbies, or interests. <i>Note: Students who have a positive relationship with their teacher are much more likely to respond positively when the teacher attempts to de-escalate behaviors. Similarly, when teachers know their students, they are much more likely to understand what strategies will work best in each phase of the acting-out cycle.</i>
Create engaging lessons linked to state or district standards.	• Integrate high-interest topics. • Choose culturally relevant material. • Engage students in collaborative activities. • Allow students to express opinions on current topics or events. Keep in Mind: Academics and behavior are interlinked: When students are on-task and engaged in classroom activities, they are much less likely to engage in challenging behaviors.
Focus on social and emotional skills.	• Teach social skills (e.g., positive peer interactions, respecting boundaries). • Teach students skills to help regulate their emotions (e.g., positive-self talk, mindfulness). • Teach problem solving and conflict resolution skills.
Use low-intensity strategies to support student engagement.	• Frequently review and remind students of expectations, rules, and procedures before the transition to a new activity or setting. • Offer instructional choices to motivate students. • Provide noncontingent attention to model positive social interactions and build rapport with students. • Provide contingent attention to increase on-task behaviors or reinforce appropriate actions or skills. For example, use behavior-specific praise to let students know exactly what they are doing well to increase the likelihood of those behaviors being repeated in the future.

Arrange the classroom to help establish a learning environment that facilitates student growth.	• Arrange the physical space of the classroom so that: ○ Seating arrangements best support whatever activity is at hand (e.g., clusters for group work, rows for independent work, and U-shapes for discussion). ○ The teacher can easily move throughout the room to monitor behavior, engage with students, and provide feedback.
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Trigger Phase Strategies and Tips

This phase can happen suddenly and seemingly without warning. Students are often triggered by an issue or concern either left unaddressed or inadequately resolved. Triggers can take place within the school environment, outside of school, or a combination of both.

School-Based Triggers	Non-School-Based Triggers
• Negative interaction with a teacher • Argument with a peer • Change in the daily schedule (e.g., an assembly) • High rate of failure on an academic task • Confusion about an assignment	• Hunger • Lack of sleep • Medical problems • Stressful home situations (e.g., food insecurity, abuse, death in the family) • Personal conflicts (e.g., argument with a sibling)

Strategies To Implement

The table below includes steps to take, as well as tips teachers can use to address triggers.

Steps	Tips
1. Identify a trigger.	• Observe the student and make note of situations that consistently lead to challenging behavior (e.g., interacting with another student, confusion about an assignment, a specific time of day or subject area). • Have a conversation with the student to identify potential triggers.
2. Use strategies to manage school-based triggers.	<i>Precorrection</i> Behavior strategy that entails reminding a student of appropriate behavior before the student can make an error; can be given either to groups of students or to an individual student.

	• Brainstorm ideas with the student, other school personnel, and family members to help manage triggers in the future. • Adjust the classroom environment to limit triggers (e.g., change seating arrangement). • Reinforce social and emotional skills to help manage triggers. • Role-play or practice appropriate and expected behaviors in a scenario that commonly triggers behavior. • Use precorrection to prevent challenging behavior <i>before</i> it occurs. When anticipating a problem situation that could produce a trigger, precorrection can be used to engage the student before his behavior escalates. Common precorrections include: ○ Non-verbal cues (e.g., gestures, eye contact, proximity) ○ Verbal and visual reminders or prompts ○ Increased opportunities for success • Quickly address challenging behavior after it occurs, using common strategies such as: ○ Redirecting the student ○ Reinforcing classroom expectations • Reduce the distance between the student and the teacher to help the student control impulses (i.e., proximity control). • Refocus the student's attention by asking him to do a task, such as reading or answering a question (i.e., redirection). • Assist a frustrated, overwhelmed, or unmotivated student to help her get started and become invested in the task at hand (i.e., hurdle help). • Temporarily remove the student from the setting to give her time to regain composure and control her behavior (i.e., antiseptic bouncing).
3. Work to address non-school based triggers.	• Brainstorm ideas with the student, other school personnel, and family members to help manage triggers in the future. • Collaborate with administration, the school counselor, or a school outreach coordinator to better support the student. • Connect the student and family with resources to address unmet needs.

Agitation Phase Strategies and Tips

The student has disconnected from the learning experience. In general, a student is increasingly off-task and may appear angry, anxious, frustrated, or withdrawn.

During the Agitation Phase, a teacher should carefully select thoughtful purposeful strategies to decrease the student's agitation. The table lists strategies and tips to best prevent a student's agitation from escalating.

Strategy	Tips
Show empathy.	• Use supportive language when addressing the student, for example: ◦ “I see that you are fidgeting. Are you doing okay today?” ◦ “I know this is hard. Take a quick break, and I’ll circle back to you in just a minute.” ◦ “(Student name), you seem upset today. What can I do to help?” ◦ “I know this can be frustrating. Grab a quick drink of water, and I can help you when you get back.” • Write the student a note and discreetly place it on his desk. Without calling attention to the student, the teacher gives him time to acknowledge the message and respond appropriately.
Use calming strategies.	• Ask the student to complete some breathing exercises. • Allow the student to use sensory objects like a stress ball or fidget toy.
Use proximity control with the student.	<i>Proximity control</i> In classroom behavior management, a strategy on the part of an instructor to either initiate physical contact or reduce the distance between herself and a student to help the student to control his or her impulses. • Stand near the student’s desk when addressing the class. • Briefly pause near the student to offer praise. • Circle back to the student to provide additional support. To learn more about proximity control, view the following IRIS Fundamental Skill Sheet: • Proximity Control
Help the student with the task.	• Ask the student whether she has any questions. She might simply be stuck on a word or confused about the directions. • Assist the student with the first question or problem.
Change the student’s environment.	• Let the student move to a different location in the classroom. • Ask the student to help with a “job” or get something from another teacher.

	• Allow the student to get a drink of water.
Offer instructional choices.	• Offer options for completing an activity (e.g., using flash cards, working on a computer, using manipulatives). • Let the student choose to work alone, with a partner, or in a small group.
Provide additional time.	• Assure the student that she can have extra time to complete the activity. • Allow the student to finish the activity during free time or after school.
Share your perspective.	• Explain to the student how his behavior is perceived in the classroom. • Share an idea or come to an agreed upon solution that will de-escalate the student's behavior.

Acceleration Phase Strategies and Tips

Student behavior becomes more focused in an effort to engage the teacher. This is often when teachers first recognize that a problem is occurring.

During acceleration, students engage in a variety of more intense behaviors that can provoke the teacher and interfere with instruction. These behaviors can include:

- Questioning or arguing;
- Unwillingness to rationally communicate;
- Off-task behaviors that disrupt the learning environment (e.g., inappropriate noises, loud tapping);
- Refusal to work by:
 - Completing required assignments but with poor quality
 - Completing only a portion of the assignment
 - Not completing any portion of the assignment;
- Engaging other students;
- Minor property destruction (e.g., ripping up a test).

Managing the student's behavior and preventing further escalation is imperative during this phase of the acting-out cycle. Below is a list of strategies and tips to defuse a student's behavior.

Strategy	Tips
Remain neutral when interacting with the student.	• Don't take it personally, even if the student's behavior feels disrespectful. • Avoid responding with annoyance or anger. Doing so will only reinforce the student's behavior.

	Briefly step away from the situation and regain control if you feel like you may respond negatively to the student's behavior.
Give the student an individual prompt or redirection.	- When prompting or redirecting a student, remain calm and respectful. - Avoid reactive or escalating prompts that will only make the situation worse, such as: - Arguing with the student - Making sarcastic comments (e.g., "You're not in 1st-grade anymore," "Maybe you should listen better during class.") - Getting in the student's face or personal space - Touching the student
Allow the student adequate time to respond.	Momentarily shift your focus to a task or another student in the class to allow the student time to process the prompt or redirection. Giving the student time (and space) can prevent a power struggle.
Reinforce the student for compliance or on-task behavior.	- If the student has complied either partially or fully, offer praise. - If the student has not complied, continue to address her calmly and respectfully. <i>Note: After praising a student for demonstrating the expected behavior, request additional, limited engagement in the activity. Encouraging the student to solve the next problem or read the next paragraph can defuse challenging behaviors and allow the student to refocus on the task at hand.</i>

Peak Phase Strategies and Tips

During this phase, the teacher should focus on addressing disruptive acting-out behavior and maintaining safety.

In this phase, the student may engage in disruptive or dangerous behaviors that can include:

- Yelling at the teacher or another student;
- Swearing;
- Throwing a book on the floor;
- Slamming the door;
- Walking out of the classroom.

- Hitting others
- Throwing a book at a student or the teacher
- Engaging in self-harm
- Overturning a desk
- Running out of the room or the school

Teachers can implement the following strategies to address out-of-control behavior when it occurs.

Strategy	Tips
Maintain self-control.	• Speak to the student in a calm voice. • Limit your verbal communication so as not to overwhelm the student with requests, extra words to process, or rapid speech. • Be understanding and compassionate.
Prioritize safety	• Make safety the top priority. Remember that the goal is to prevent harm from coming to the student and his classmates. At this point, pause instruction to address the behavior. • Be sure you are familiar with the school's procedures for: ○ Addressing the student's behavior ○ Contacting the appropriate person for help (if needed) ○ Knowing what to do with the other students if they are in danger ○ Documenting the incident

De-escalation Phase

The de-escalation phase will be managed by the lead of the de-escalation response team.

Recovery Phase

The teacher should support the student as he gradually reintegrates into the classroom. In this final phase, students are generally subdued. They may:

- Avoid talking about the incident;
- Seem guarded;
- Prefer working alone on a familiar task.

For the most part, strategies used in the initial Calm Phase are also applicable to the Recovery Phase.