

**Wheeler Clinic**

*Restraint and Seclusion Prevention Initiative Utilizing the 6 Core Strategies with a Focus on Workforce Development*

In 2007, Wheeler Clinic commenced an initiative to reduce the use of restraint and seclusion in our congregate care programs. The agency utilized the Six Core Strategies developed by the National Technical Assistance Center for the National Association of State Mental Health Program Directors to guide our process. Although all six of the identified strategies were utilized during this process, the “Workforce Development” strategy was the primary focus with a particular emphasis placed on the use of prevention-oriented trauma-informed practices to reduce escalation leading to restraint and seclusion.

The results of this initiative have been significant as we have been able to successfully eliminate the use of seclusion in all of the programs and have dramatically reduced the need for restraint.

**American School for the Deaf**

*Positive Behavioral Interventions and Supports (PBIS) Model*

In 2012, The American School for the Deaf embarked on a three-year commitment with the CT State Department of Education, Special Education Resource Center (SERC), to begin the process of becoming a Positive Behavioral Interventions and Supports (PBIS) school. Much of the program philosophy and practice is compatible with the Six Core Strategies for Reducing Seclusions and Restraints (S/R). PBIS language comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), and is based on the principles of applied behavior analysis and a prevention, strengths-based approach using the values of positive behavioral support. The framework focuses on the least possible intervention to produce the best possible outcome. Although PBIS is used widely in school settings, it was a challenge to adapt it to residential life and residential treatment. SERC worked with the ASD Leadership Team and assisted with the development of residential-appropriate strategies. In addition, SERC gave the school access to a School-wide Information System (SWIS), and adapted it to a 365 day, 24/7 program.

In the three years since implementing PBIS strategies and converting the Positive Attitudes Concerning Education and Socialization (PACES) Residential Treatment Program to a PBIS, strengths-based model, S/R have been reduced by over 60%. The mission statement for this program was adopted by the school and is now part of the ASD Strategic Plan. The PBIS mission statement for the school and PACES is:

## Connecticut Restraint & Seclusion Prevention Initiative Partnership

### Conference Poster Descriptions

“The American School for the Deaf will be a life-long, learning community, built on a foundation of Respect, Responsibility and Safety for each individual.”

#### **Veteran Affairs Hospital-New Haven**

##### *Prevention of Restraint and Seclusion in the Psychiatric Emergency Room*

The objective of this intervention is the Implementation of Workforce Development, One of the Six Core Strategies© to Prevent the Use of Seclusion and Restraints at the VA Psychiatric Emergency Room. Upon approval of a plan by Head Nurse/ Assistant Head Nurse, a pre and posttest using the Physical Restraint Questionnaire will be applied to appropriate staff. A series of 3 -in-services will be scheduled with staff regarding this philosophy instituted by the unit. Unit Leadership will include this new unit philosophy in staff education, also included in staff performance evaluations, new employee orientations, and continue supervision.

#### **State Education Resource Center and the Connecticut Parent Information and Resource Center**

##### *Welcoming Walkthrough: A Preventive Tool for Schools*

Nitza M. Diaz and Barbara Slone, State Education Resource Center (SERC) and the Connecticut Parent Information and Resource Center (CTPIRC)

Both schools and families significantly influence children’s positive, social, emotional, behavioral, and academic performance. When they work together, the opportunities for developing these competencies increase. Over 40 years of research has demonstrated that families that are engaged with schools have children who do better academically and in life. Families respond well to schools that reach out respectfully to engage them in their children’s educational lives. In fact, school invitingness has been shown to be a significant predictor of parental involvement and a strong indicator of schools that are culturally responsive, culturally appropriate and culturally congruent.

The Connecticut Parent Information and Resource Center (CT PIRC) uses the Welcoming Walkthrough process to ascertain how inviting a school appears to its families and the community and determines the areas in which improvement can be made. From these findings, the team can develop strategies that improve school climate and positively impact student motivation, participation in programming and success across subjects. This engagement can result in school-family-community partnerships that build trust and a support system that can work at home and at school.

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### Conference Poster Descriptions

This poster session will provide the information about all the elements for conducting a welcoming walkthrough as well as other options to start an enriching collaboration between families and educators.

#### **UCONN Health Center – Center for Excellence in Developmental Disabilities**

##### *School-Wide Positive Behavioral Interventions and Supports (PBIS)*

School-wide positive behavior interventions and supports (SW-PBIS) can effectively reduce problem behaviors and simultaneously increase pro-social behaviors in general education settings. SW-PBIS is not a “packaged” intervention, but a framework through which schools create systemic changes for promoting expected behaviors, while also monitoring and intervening with students who have behavior concerns through a tiered model of service delivery. A case study documenting the SW-PBIS implementation process in an alternative educational setting is presented. Alternative schools typically serve students who qualify to receive special education services, have a lower staff-to-student ratio, and often warrant more intensive student interventions as compared to general education settings. These differences from traditional environments pose unique challenges to the SW-PBIS implementation process. Suggestions for neutralizing these challenges such as providing enhanced Tier 1 supports and extensive staff training are explained in depth in this case study.

#### **Office of Early Childhood**

##### *Connecticut’s Draft Kindergarten through Grade 3 Social, Emotional and Intellectual Habits Framework*

This poster session will highlight the draft of Connecticut’s Kindergarten through Grade 3 Social, Emotional and Intellectual Habits Framework. The Connecticut State Department of Education and the Connecticut Office of Early Childhood collaborated with state and national experts in drafting this continuum of knowledge, skills and dispositions that research suggests are necessary for success in school and later life. Building on the CT Early Learning and Development Standards, the K-3 Framework will provide a set of expectations for social and emotional functioning and intellectual habits that complement the academic standards in place for early elementary students. Come explore the document and discover how you can provide feedback and learn more!