



Elementary Schools: Crisis Team Training

Local District Central

October 10, 2018



Agenda



LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT CENTRAL
 OPERATIONS UNIT/STUDENT HEALTH AND HUMAN SERVICES

LD CENTRAL SCHOOL SITE CRISIS TEAM TRAINING
ELEMENTARY SCHOOLS
 WEDNESDAY, OCTOBER 10, 2018
 12:30 PM - 4:30 PM

AGENDA

PARTICIPANT OUTCOMES:



- * Build capacity of the school site crisis team through engagement and best practices
- * Engage in crisis preparedness and response through an interactive best practices panel
- * Increase knowledge on school site responsibilities pertaining to addressing and de-escalating challenging student behaviors
- * Gain awareness and knowledge of the Mental Health Evaluation and Case Management Referral Teams

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|--|---|
| I. Welcome | Eugene L. Hernandez
<i>Administrator of Operations</i> |
| II. Inclusion Activity | Maria Chua, LCSW
<i>Mental Health Coordinator</i>
Teresa Temores, LCSW
<i>Resilient Schools Community Consultant</i> |
| III. De-escalating Challenging Student Behaviors | Veronica Real, LCSW
<i>Mental Health Consultant</i>
Monica Topete, LCSW
<i>Mental Health Consultant</i> |
| IV. Best Practices: Elementary Schools | Ride Elementary School |
| V. Mental Health Evaluation Team | Sgt. Joseph Ivankay, LASPD
Nicole McMahon, LCSW
<i>Specialist, School Mental Health</i>
Lakisha Johnson, LCSW
<i>Specialist, School Mental Health</i> |
| VI. Closing Comments and Evaluations | Maria Chua, LCSW
<i>Mental Health Coordinator</i> |

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Welcome

Eugene L. Hernandez
Administrator of Operations



Inclusion Activity





Supporting Students With Disruptive and Escalating Behaviors. How To Develop an Interim Behavior Response Plan (IBRP)

Veronica Real, LCSW, Mental Health Consultant (213) 241-3906

Monica Topete, LCSW, Mental Health Consultant (213) 241-1928

**Los Angeles Unified School District
School Mental Health
Student Health and Human Services Division**





"Every day it's the same thing. My class starts out as Sesame Street and by three o'clock it ends up as Jerry Springer."

Objectives

- ❖ Understand and review the importance of Tier 1 Universal Supports at a school
- ❖ Share successful behavioral strategies
- ❖ Develop an understanding of the Cycle of Acting-Out Behavior
- ❖ Become familiar with the Tier 2 and Tier 3 Interventions and Supports
- ❖ Learn how to develop an Interim Behavior Response Plan (IBRP)

Continuum of School-Wide Instructional and Positive Behavior Support

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3 Interventions

- Individual students

Tier 2 Interventions

- Some students (at-risk)
- Small group interventions
- Some individualizing

Tier 1 Interventions

- All students, core curriculum
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

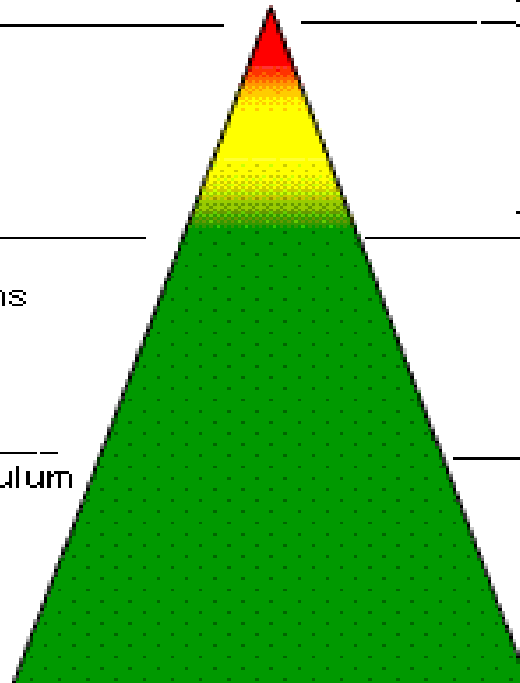
- Individual students
- Families and community provide additional support
- 1-5%

Tier 2/Secondary Interventions

- Some students (at-risk)
- Small group interventions
- Some individualizing
- 5-15%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive
- 80-90%





Review of Universal Supports

For All Students (Is Preventive and Proactive)

- Engaging and stimulating academic curriculum
- Create and review a daily schedule
- Posting clear rules in classroom
- Review rules and expectations (regularly)
- Social Skills program being taught and reinforced
- Practice/review class procedures, routines, and transitions





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"... AND THAT SHOULD COVER ALL MY
RULES FOR THE CLASS."

Additional Universal Supports

- Utilize positive reinforcement system (Praise and Reward)
- Make sure you are using 4 to 1 ratio: 4 positives to 1 corrective (Increase to 8-10 to 1 ratio for students with challenging behavior or who have trauma history)
- Teacher moves and scans class frequently
- Physical space is organized, neat, and uncluttered
- Community and service learning



Things to consider when a student is
escalating in behavior...

Behavior is a Language

- To get ... or
- To get away from

- Sensory
- Escape
- Attention
- Tangible

Note: Certain Behaviors may be an Attempt to communicate



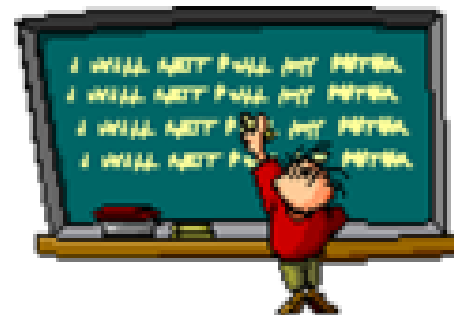
Positive Behavior Support in Practice

Responding vs. Reacting

- Preplanned
- Immediate
- Calm
- Consistent



- Unplanned
- Ongoing
- Emotional
- Unpredictable



Tier 2 Interventions

- Increased academic and social support (small group instruction)
- Check in/Check out daily monitoring log
- School based adult mentors
- SSPT referral
- Behavior Contract
- Parent training and collaboration
- Buddy System- facilitates building healthy relationships, help from peer, model of expected behavior

Staff Behavior: Impact on Students' Behavior

- As we interact with students who need more than tier 1 supports, it is especially important to be mindful of how we approach them, our own displays of behavior, and how this may positively or negatively influence their behavior
- Even if a student engages in difficult behaviors (verbal/physical aggression), we need to maintain professionalism (Do not take it personally)

Staff Behavior: Physical Presentation

- **Body Language-** How are you standing? Which direction is your body facing?
- **Posture-** should be confident and calm. Avoid looking confrontational (crossing your arms, staring, eye rolling, or making angry gestures)
- **Movement-** How fast are we approaching a student, does it appear threatening, sudden or unexpected or does it appear calm?
 - Are we coming towards student head on, from behind, or approaching from side(which is recommended)



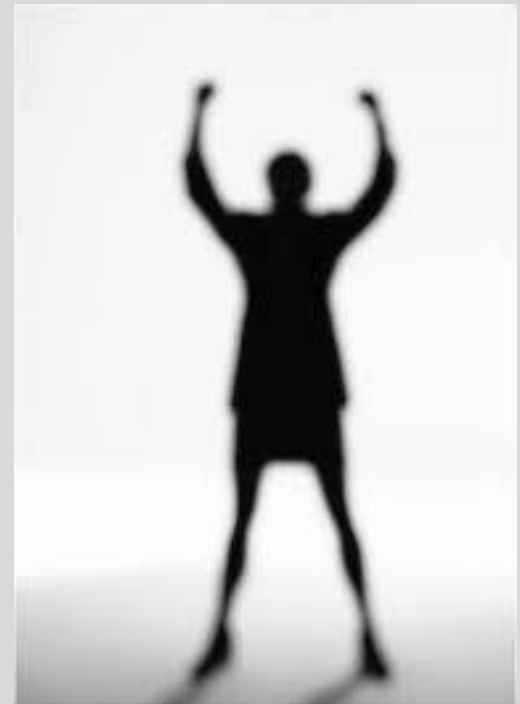
Staff Behavior: Physical Presentation



- **Distance-** Be careful about moving into someone's personal space unexpectedly
 - A good distance is to be about 2 arms lengths away from someone
 - Do not stand in front of someone's midline (this can appear threatening to the student and can be dangerous to the staff who can be a target)
 - Lower yourself to match the eye level of a student when speaking to them (you don't want to hover over a student, can be intimidating)

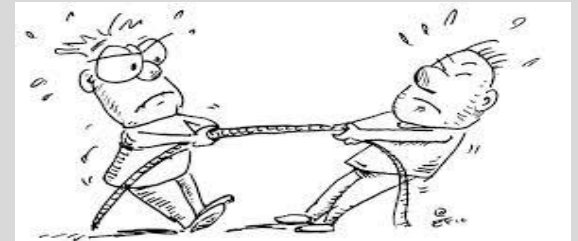
Make Non-Emotional Requests Instead of Emotional Requests

- Emotional responses decrease compliance and make the situation worse (e.g., yelling, name calling, guilt-inducing statements).
- Keep requests simple and positive



Additional Tips

- Who wins if you get pulled into a power struggle?
Refer back to the rule or the request rather than making it you versus them.
- Be flexible.
Students have different needs, and respond to different approaches.
- Have a short memory.
Don't let a student's poor behavior influence your ability to maintain positive interactions with that student in the future.
- Some students will require additional reinforcers or interventions



Let's take a closer look at the Escalation Cycle....

Tier 3

Interim Behavior Response Plan (IBRP)



What does it look like?

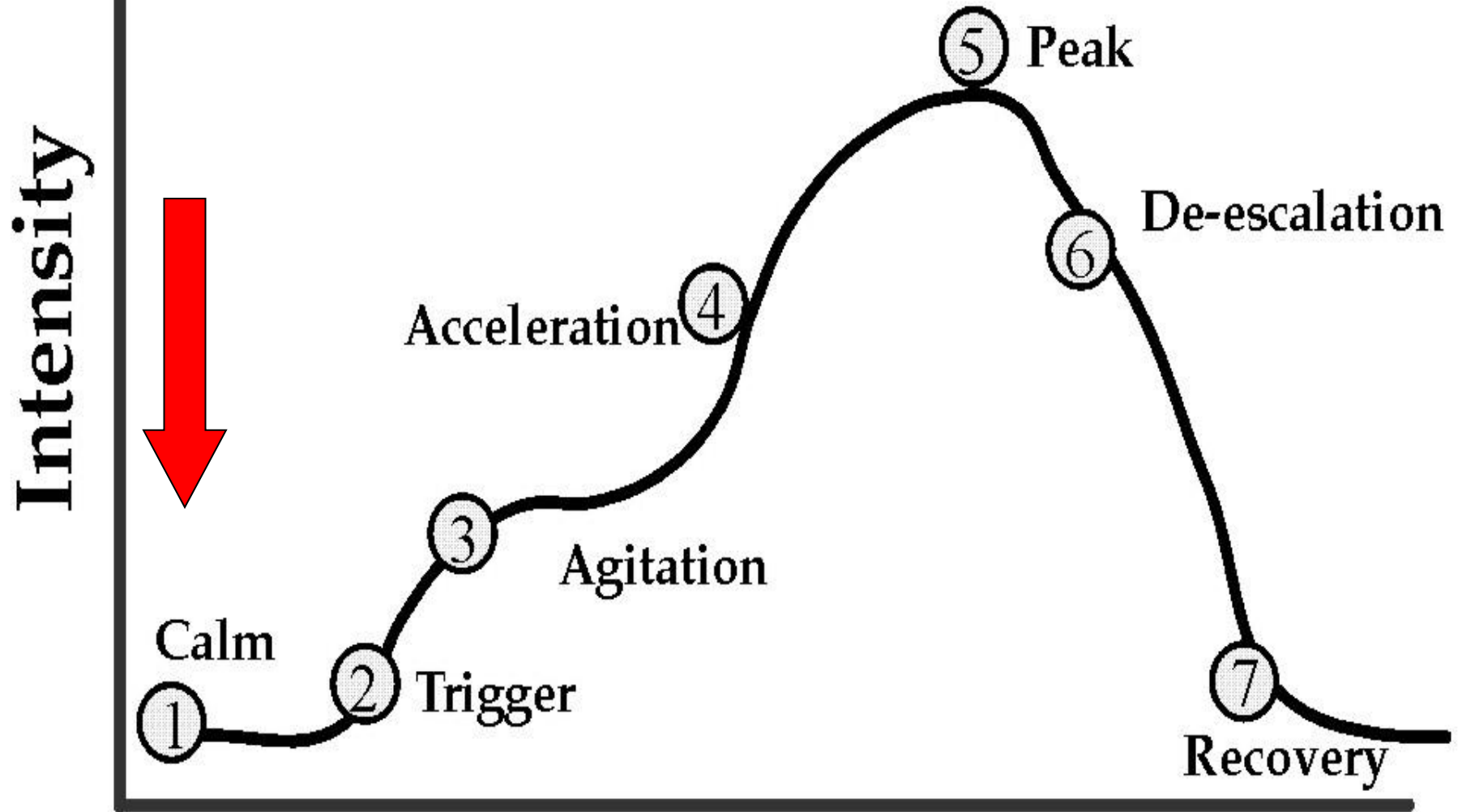
What can I do?



Supports school teams in the development and implementation of an immediate interim plan for preventing and responding to behaviors.

The most important thing *adults* can do is STAY CALM!

The Escalation Cycle



1) Calm

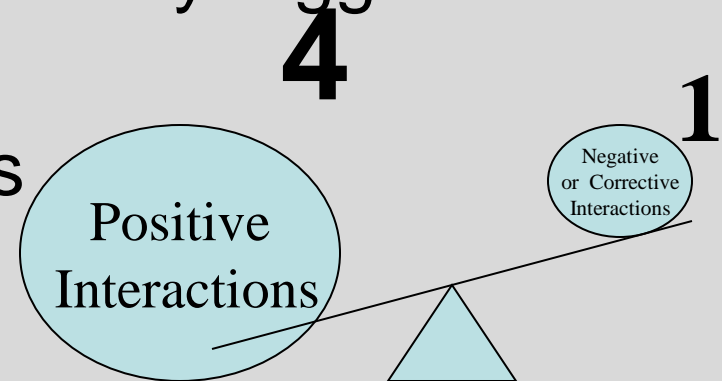
Behavioral Indicators



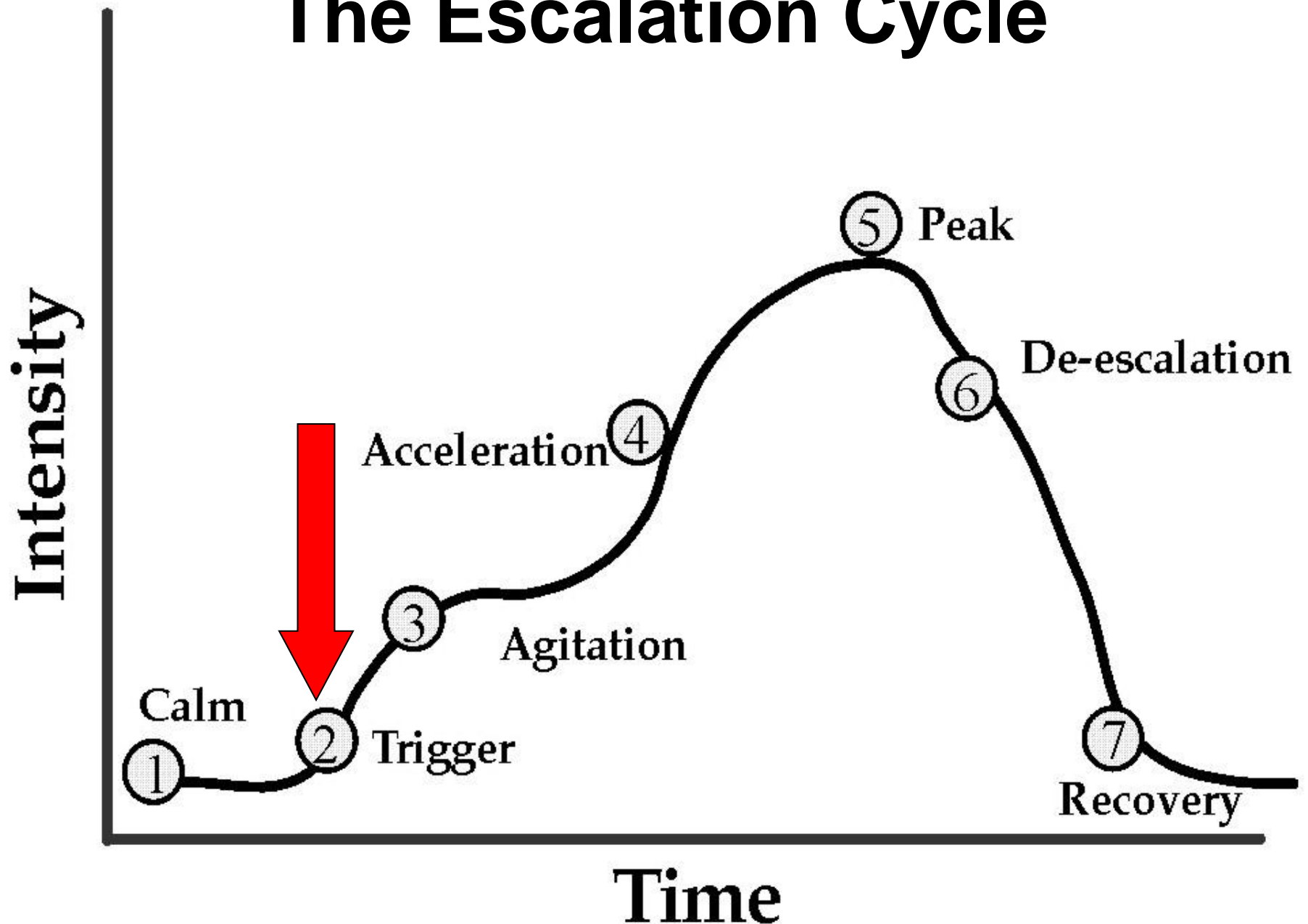
- Able to follow directions
- Less likely to react to provoking situations
- Responsive to praise and other forms of reinforcement
- Is able to make mistakes and receive correction
- Is interested in showing work and telling about accomplishments
- (**Baseline Behavior:** What the student's behavior looks like on a typical day)

Calm Interventions

- Structure physical space
- Establish, teach and reinforce behavior expectations
- Positively reinforce on task behavior
- Provide engaging instruction
- Provide clear, consistent structure and routines
- Assess environmental factors that may trigger inappropriate behavior
- Teach problem solving strategies
- Teach and practice social skills



The Escalation Cycle



2) Triggers

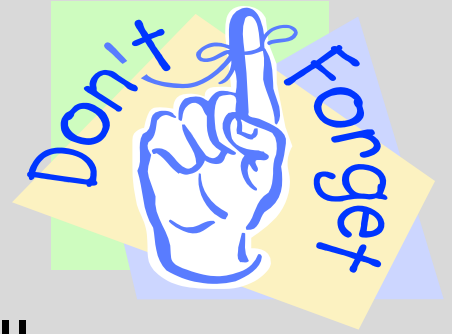
Behavioral Indicators



- Provocation from another person
- Having to face consequences for behavior
- Change of routine
- Presentation of task
- Inadequate sleep
- (Student may stare into space, grimace, verbally refuse to follow directions)

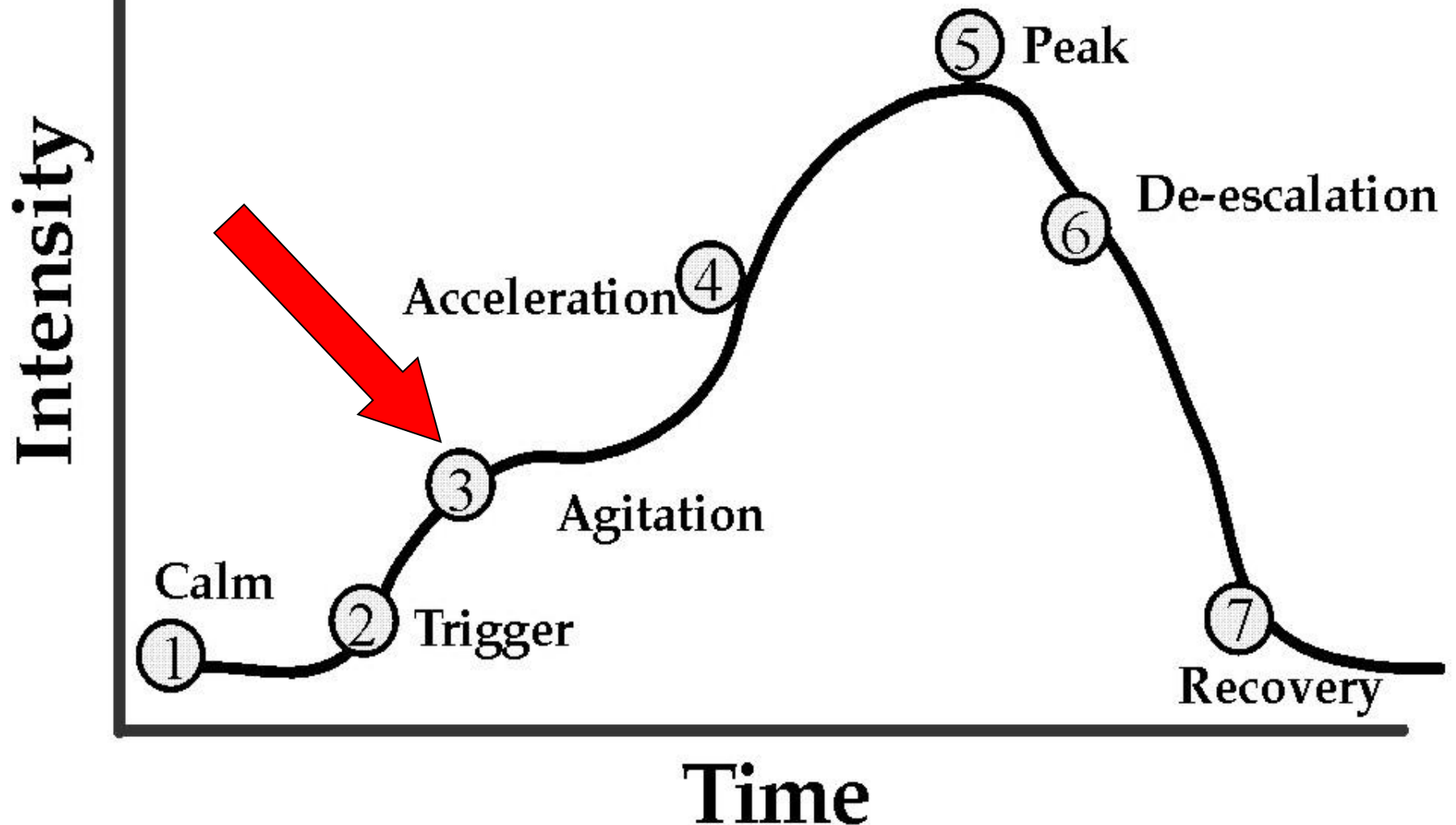


Triggers Interventions



- Speak calmly, firmly, and respectfully
- Avoid power struggles, arguing, or becoming defensive. Don't embarrass or humiliate the student.
- Prompt alternative (replacement) behaviors
- Prompt use of a problem-solving routine
- Respect the student's personal space and keep a reasonable distance. Avoid touching or grabbing the student.

The Escalation Cycle



3) Agitation

Behavioral Indicators



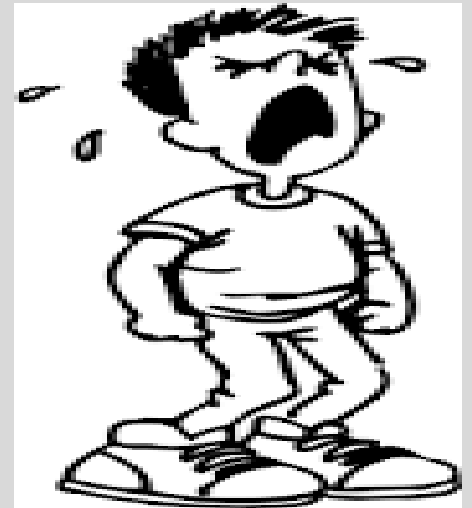
- Increased or decreased body/eye/hand movement
- Paces, fidgets, or rocks
- Questioning and arguing
- Non-compliance and defiance
- Verbal abuse
- Disruption
- Bothering others
- Withdraws from group



Agitation

Behavioral Indicators

- Whining and crying
- Threats and intimidation
- Avoidance and escape (not wanting to do what is required)
- Off task behavior

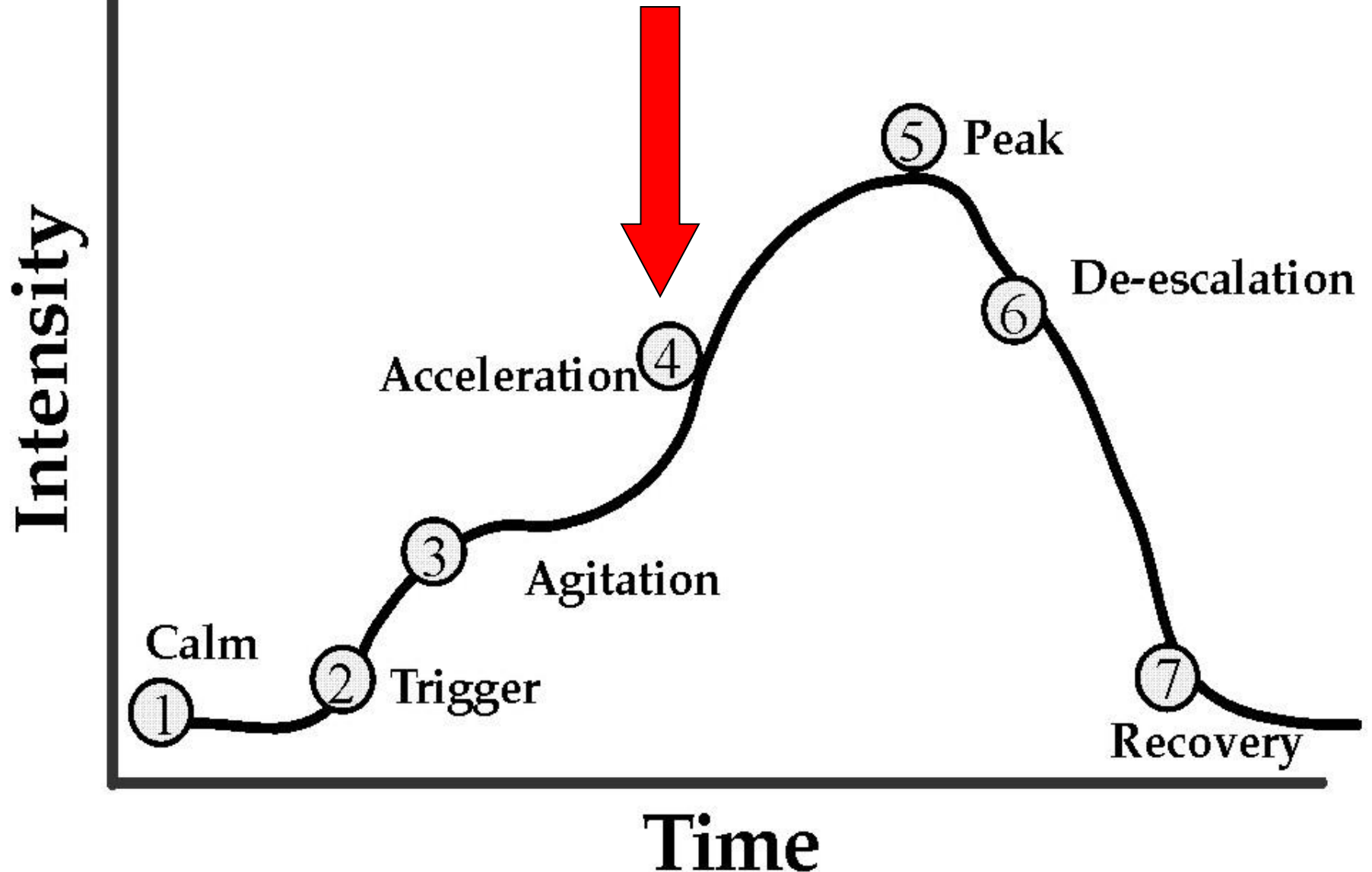


Agitation Interventions



- Provide quiet and alone time (space)
 - Provide additional time (think/processing time)
 - Give Teacher support
 - Provide reassurance
 - Give concrete task
 - Insure adult proximity
 - Break task into smaller chunks
 - Provide movement activities
 - Be brief and minimize adult talk, KISS (Keep it Short and Simple)
- Give Choices:
 - Independent Activities
 - Movement Activities
 - Relaxation Activities
 - Preferred Activities

The Escalation Cycle



4) Acceleration

Behavioral Indicators

- Uses engagement behaviors to get predictable response (questioning, arguing, provoking)
- Threats, intimidation, defiance
- Leaves situation
- Uses profanity
- Self-abuse
- Property destruction



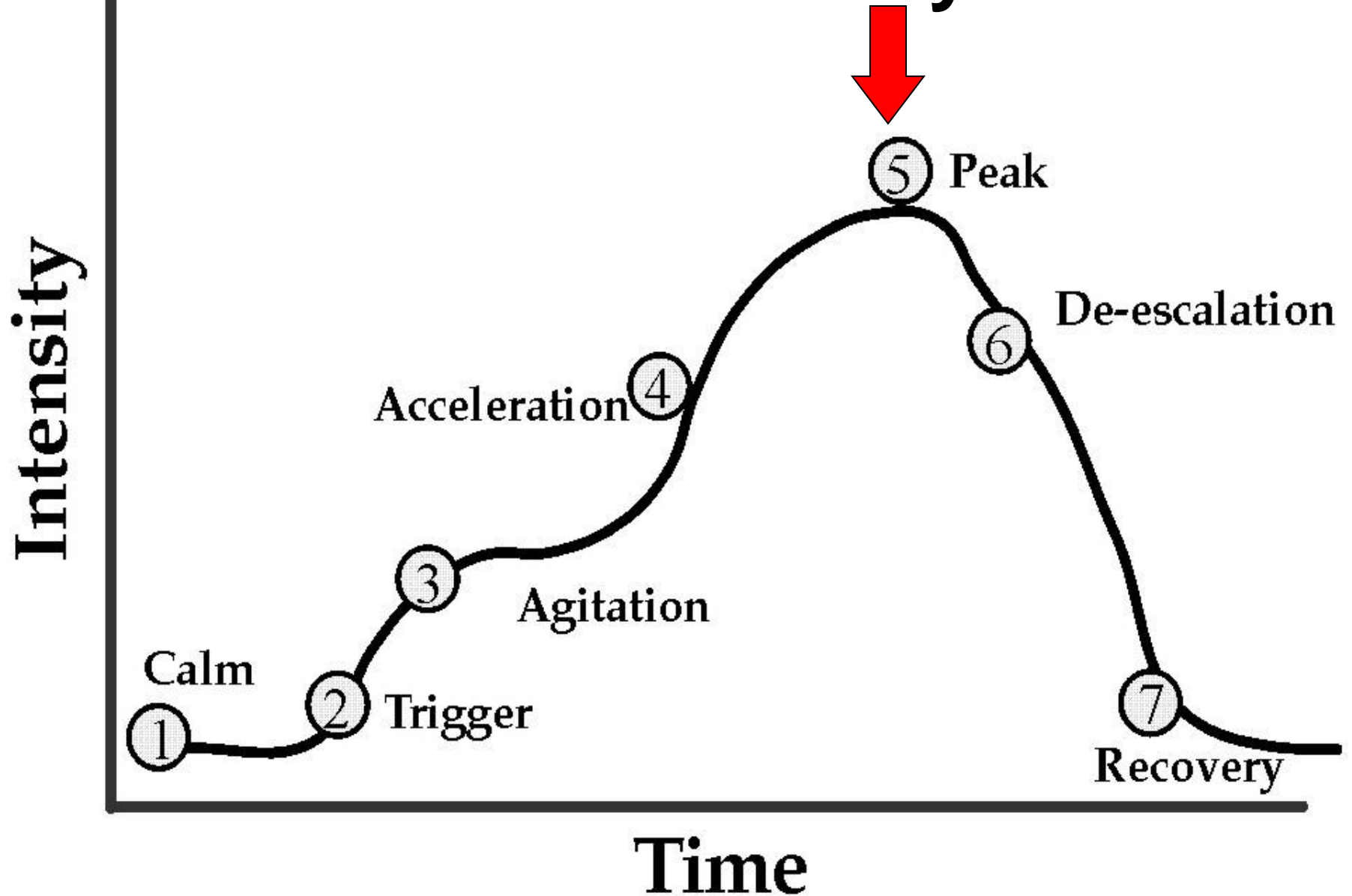
Acceleration Interventions



- Provide reminders
- Provide a break “cool down” (independent activities, low stress/calming activities)
- Maintain calmness, respect and detachment
- Approach student in a non-threatening manner
- Modify the task or task demands
- Offer choices
- Praise engagement
- Use crisis communication
 - Keep It Short and Simple (KISS)
 - Avoid power struggles



The Escalation Cycle



5) Peak

Behavioral Indicators

- Physical aggression towards others
- Threatens the safety of students, staff, and/or self
- Destroys property (to an increased extent, as compared to Stage 4)
- Tantrums severely
- Elopes (runs away)
- (Overall behavior is irrational and unresponsive at this stage)



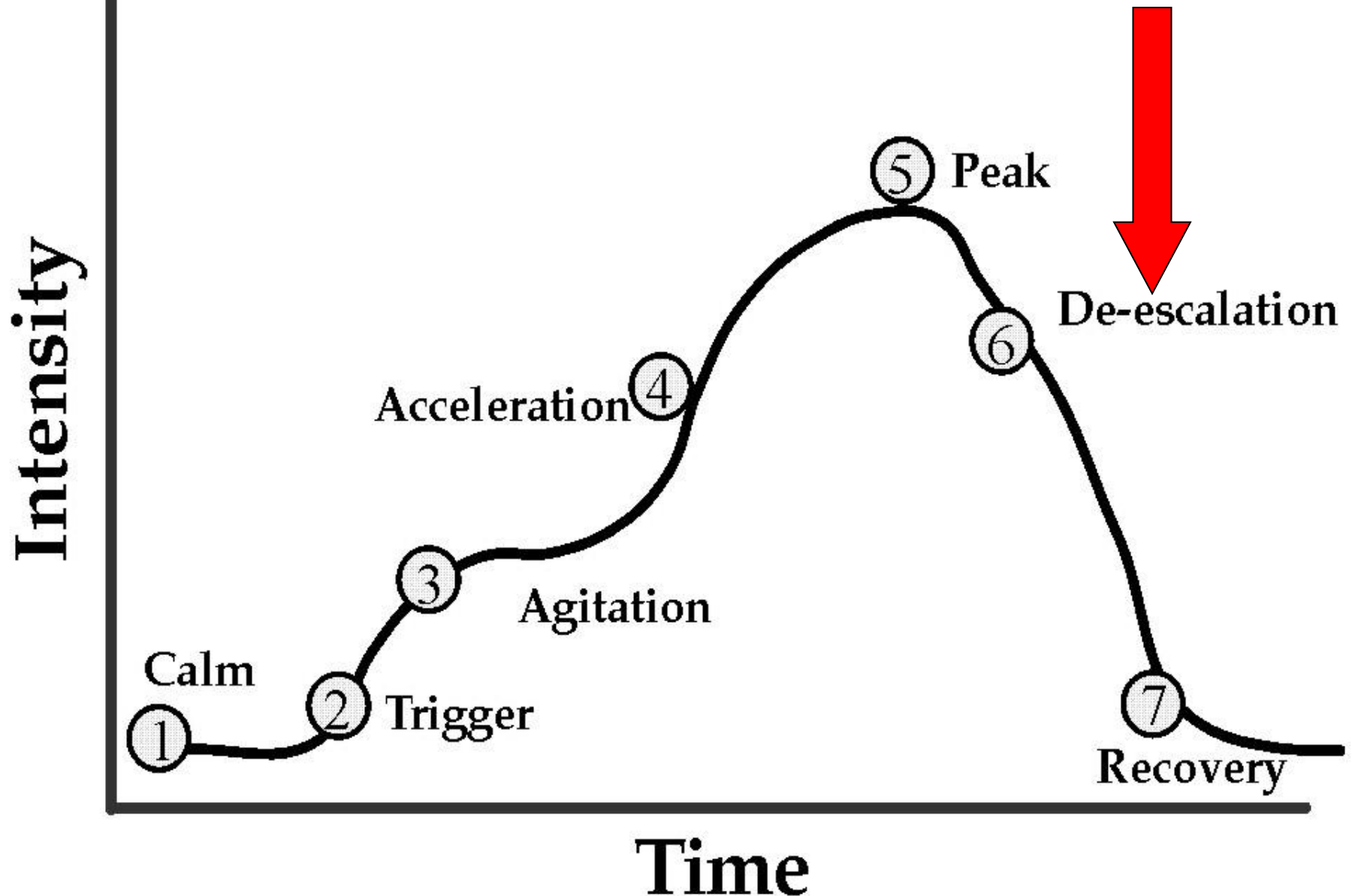
Peak Interventions



Overall goal is SAFETY!

- Assess situation for safety concerns
- Allow time and space
- Keep communication brief
- Limit eye contact and maintain a neutral facial expression
- Call for help/ Alert school administration
- Follow your school-wide emergency procedures
- Remove other students as needed, to a predesignated area. Plan ahead of time how this will be done, where, and which adults will stay with the student in crisis

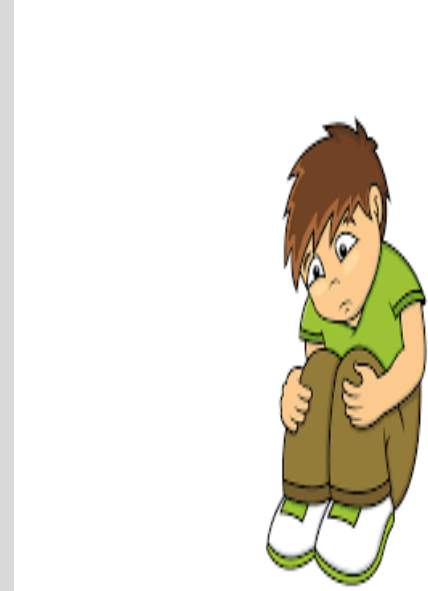
The Escalation Cycle



6) De-escalation Behavioral Indicators



- Confusion
- Attempts to reconcile
- Withdrawal behaviors
- Responsive to concrete directions
- Denies responsibility
- Blames Others

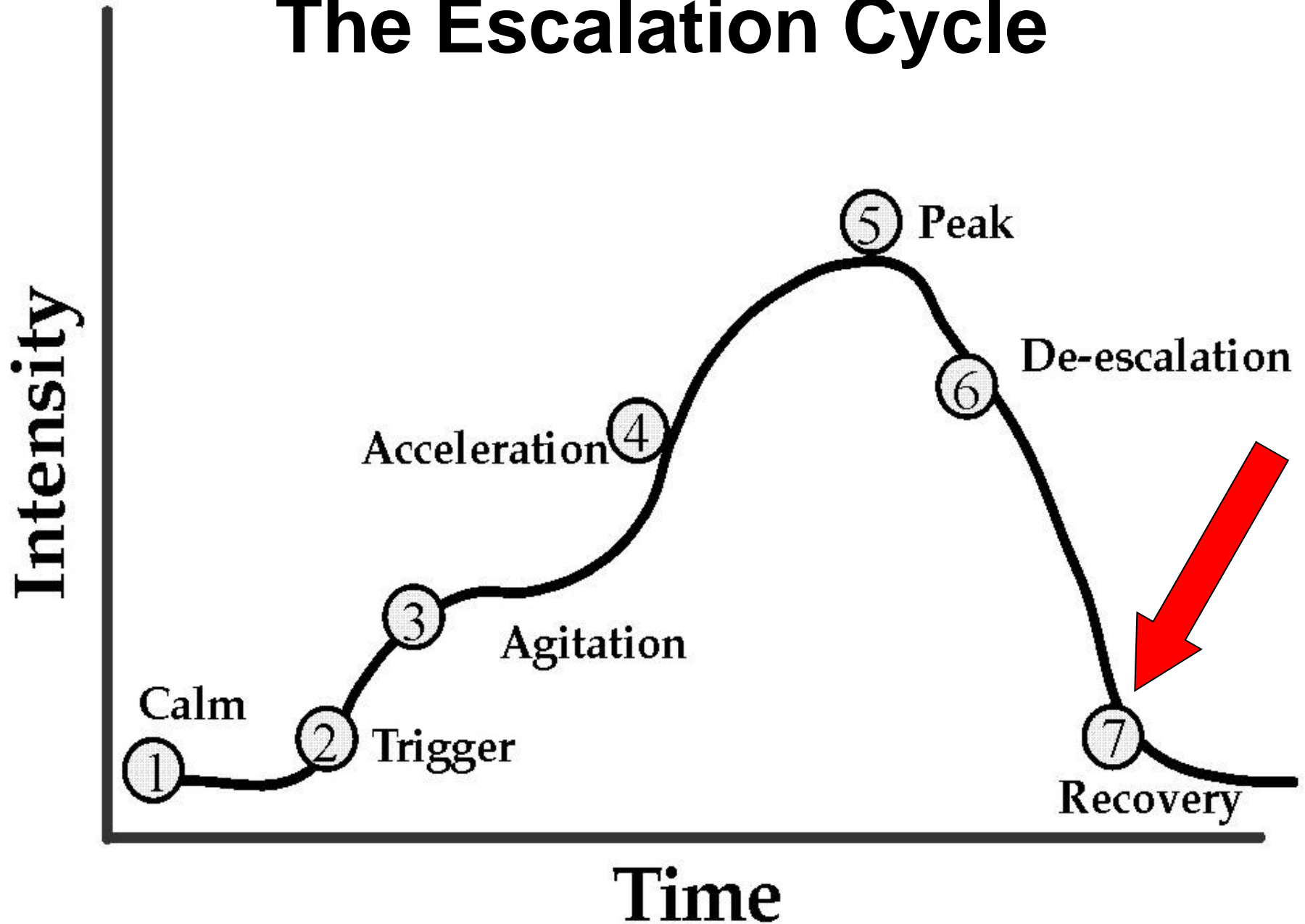


De-escalation Interventions

- Praise return to normal activities
- Allow time and space
- Be empathetic
- Be brief and minimize adult talk



The Escalation Cycle



7) Recovery

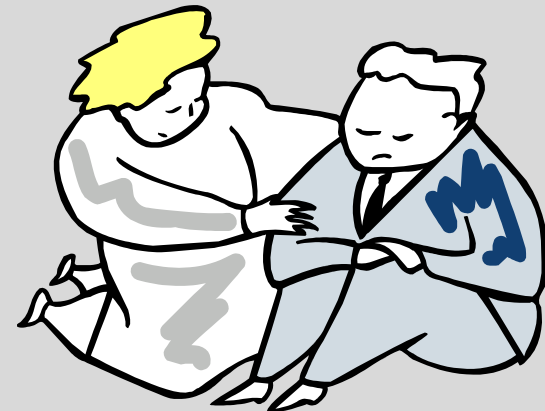
Behavioral Indicators

- Cries or Sleeps
- Willingness to resume routine, especially tasks that do not require interaction (i.e. independent work/activity)
- Subdued behavior
- Participates at a minimal level
- Regains composure



Recovery Interventions

- Be non-judgmental
- Allow for decreased levels of participation
- Praise appropriate behavior
- Rehearse problem-solving routine
- Debrief when appropriate
- Be brief and minimize adult talk



Considerations



1. Escalating behavior is a phase in a chain of problem behavior.
2. Intervening early in the behavioral chain can disrupt the whole chain.
3. The surest method for preventing or decreasing escalating behavior is to provide a strong focus on **success**.
4. Crisis plans need to be part of a proactive school-wide discipline plan.

Individualized Support and Mental Health Referrals

- SSPT
- Behavior Support Plan
- 504 Plan
- IEP
- DIS Counseling / ERICS Counseling
- LAUSD School Mental Health Clinic or Wellness Center
- Community Mental Health Agency



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"If the key to effective classroom management is consistency, I guess I'm an effective classroom manager. I am consistently exhausted at the end of the day."

Search ID: aba0476



Los Angeles Unified School District
School Mental Health | Crisis Counseling and Intervention Services

School Mental Health Resources

- For support and consultation, contact:
**School Mental Health Crisis Counseling and
Intervention Services**
Monday-Friday (8:00 a.m.-4:30 p.m.)
(213) 241-3841

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References

- *Managing the Cycle of Acting-Out Behavior in the Classroom*
-Geoff Colvin and Terrance M. Scott
- *7 Steps for Developing a Proactive Schoolwide Discipline Plan*
- Geoff Colvin
- BUL 6269.1 – Multi-Tiered System (MTSS) of Behavior Support for Students with Disabilities

*Mental Health
Evaluation Team
and Case
Management Team*





Closing Comments and Evaluations



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