



Primary Centers and EECs: Crisis Team Training

Local District Central

October 23, 2018



Agenda

Welcome	Eugene L. Hernandez <i>Administrator of Operations</i>
Inclusion Activity	Maria Chua, LCSW <i>Mental Health Coordinator</i> Teresa Temores, LCSW <i>Resilient Schools Community Consultant</i>
De-escalating Challenging Student Behaviors	Veronica Real, LCSW <i>Mental Health Consultant</i> Monica Topete, LCSW <i>Mental Health Consultant</i>
Best Practices: Primary Centers and EECs	Olympic Primary Center Dayton Heights/Glen Feliz EEC Maria Chua, LCSW <i>Mental Health Coordinator</i> Ricardo Lopez, MSW <i>Organization Facilitator</i>
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>
Evaluations	Gustavo Sagredo, LCSW <i>Mental Health Consultant</i>
Closing Comments	Nidia San Jose, MSW <i>Crisis Counseling and Intervention Services PSW</i>

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)

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**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

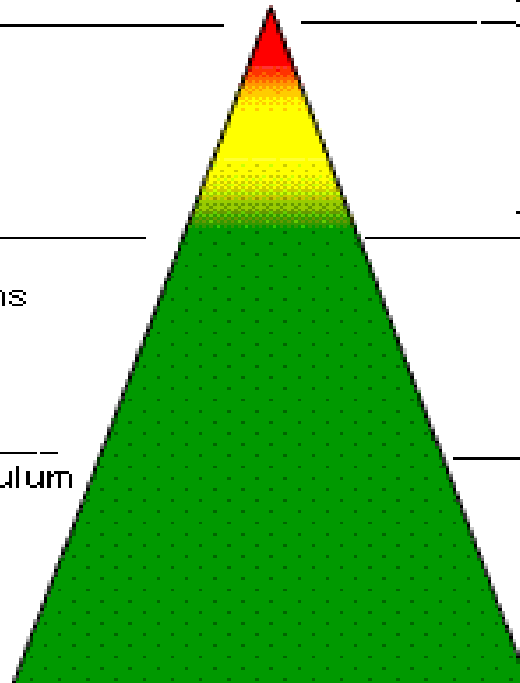
- Individual students
- Families and community provide additional support
- 1-5%

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



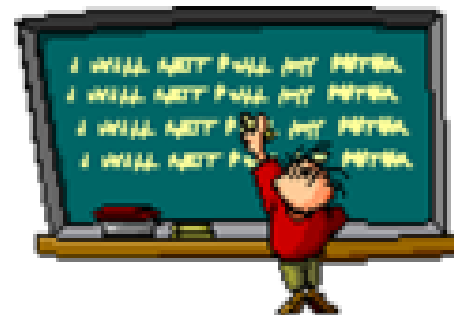
Positive Behavior Support in Practice

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)

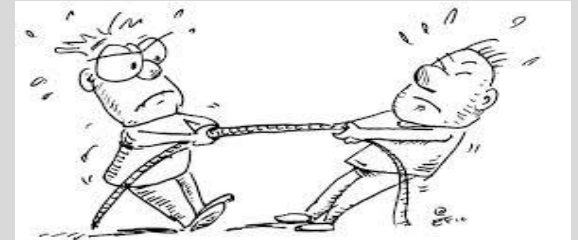
Make Non-Emotional Requests Instead of Emotional Requests

- 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?

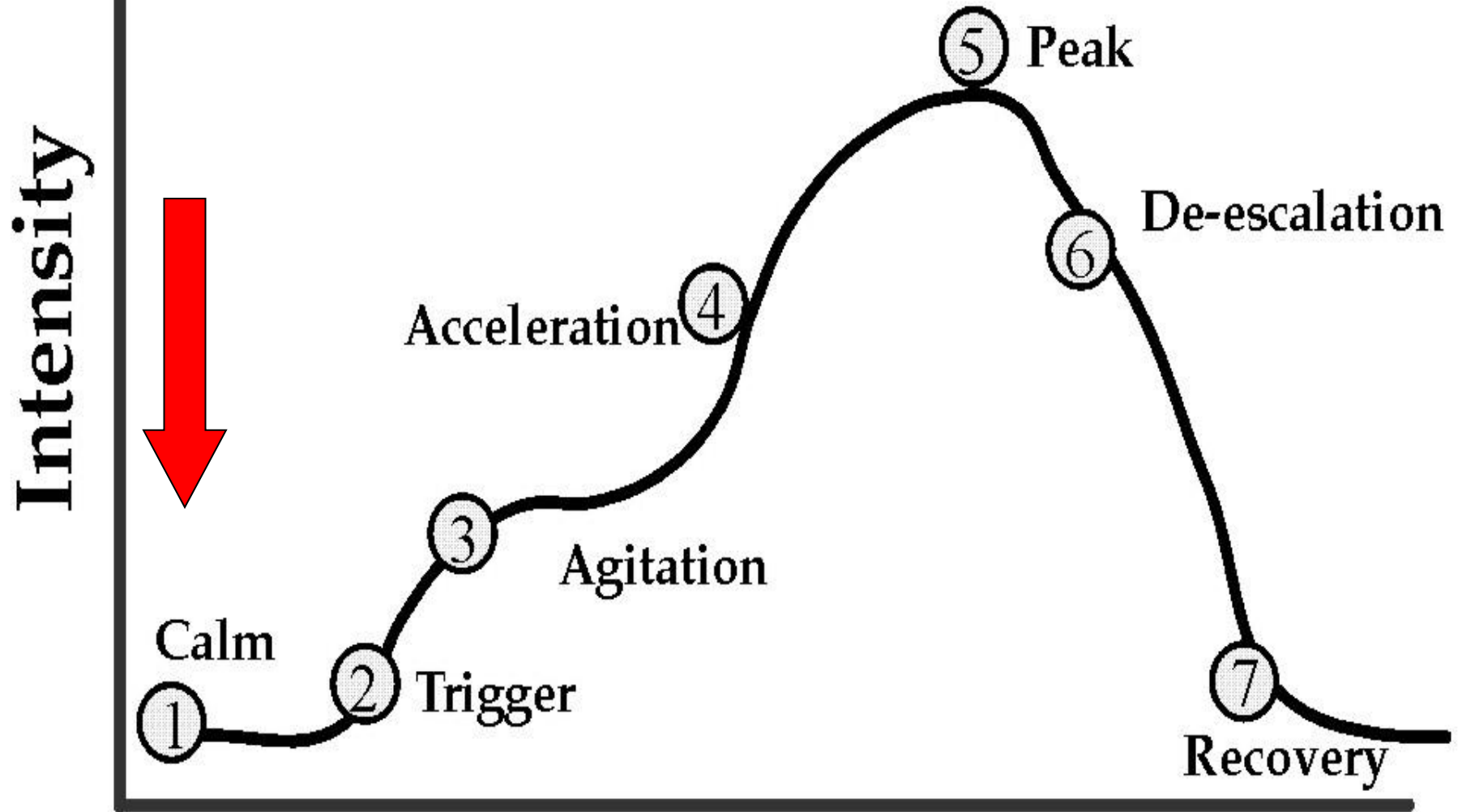
What can I do?



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

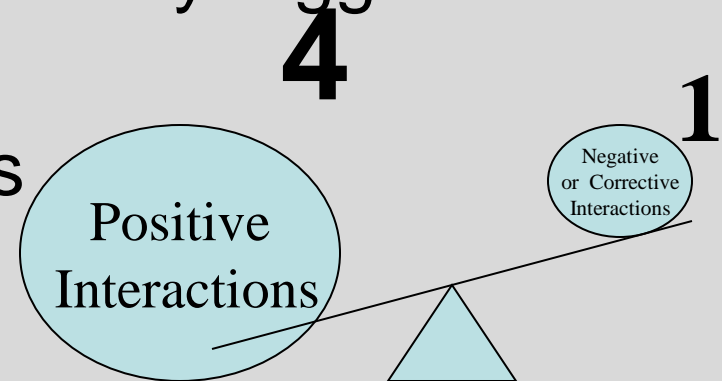
Behavioral Indicators



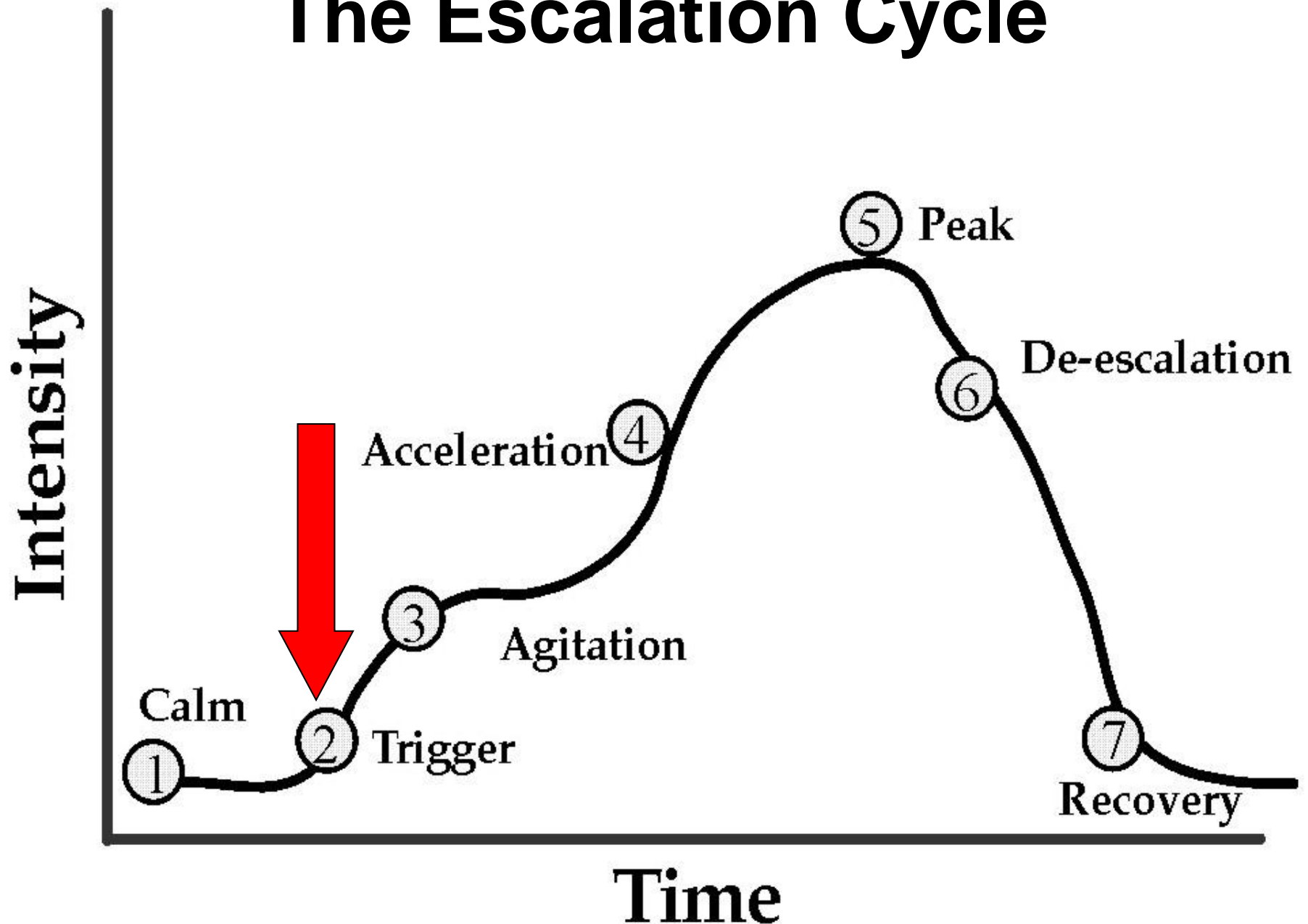
- Able to follow directions
- Less likely to react to provoking situations
- Responsive to praise and other forms of reinforcement
- Is able to make mistakes and receive correction
- Is interested in showing work and telling about accomplishments
- (**Baseline Behavior:** What the student's behavior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

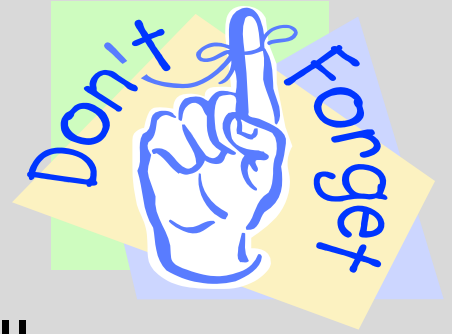
Behavioral Indicators



- 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)

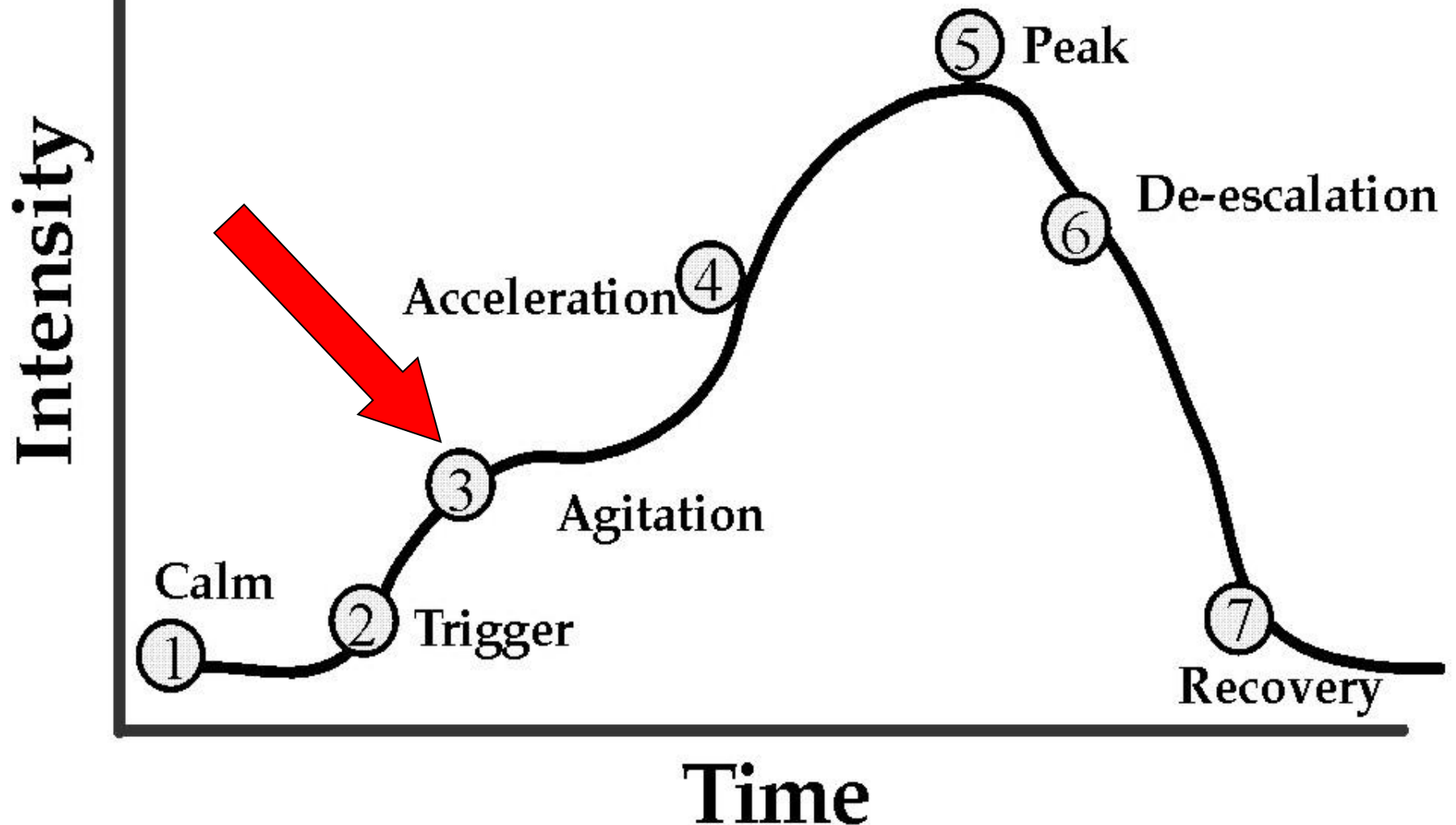


Triggers Interventions



- 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



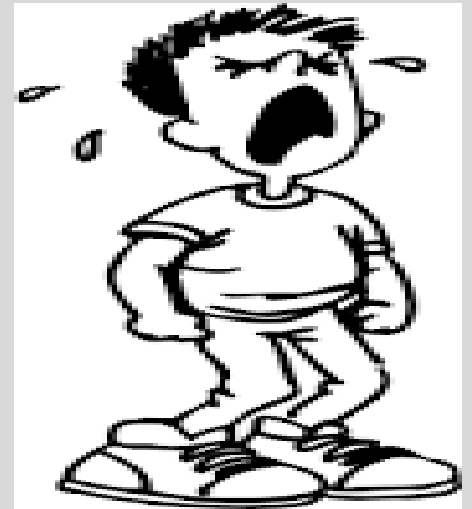
- Increased or decreased body/eye/hand movement
- Paces, fidgets, or rocks
- Questioning and arguing
- Non-compliance and defiance
- Verbal abuse
- Disruption
- Bothering others
- Withdraws from group



Agitation

Behavioral Indicators

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

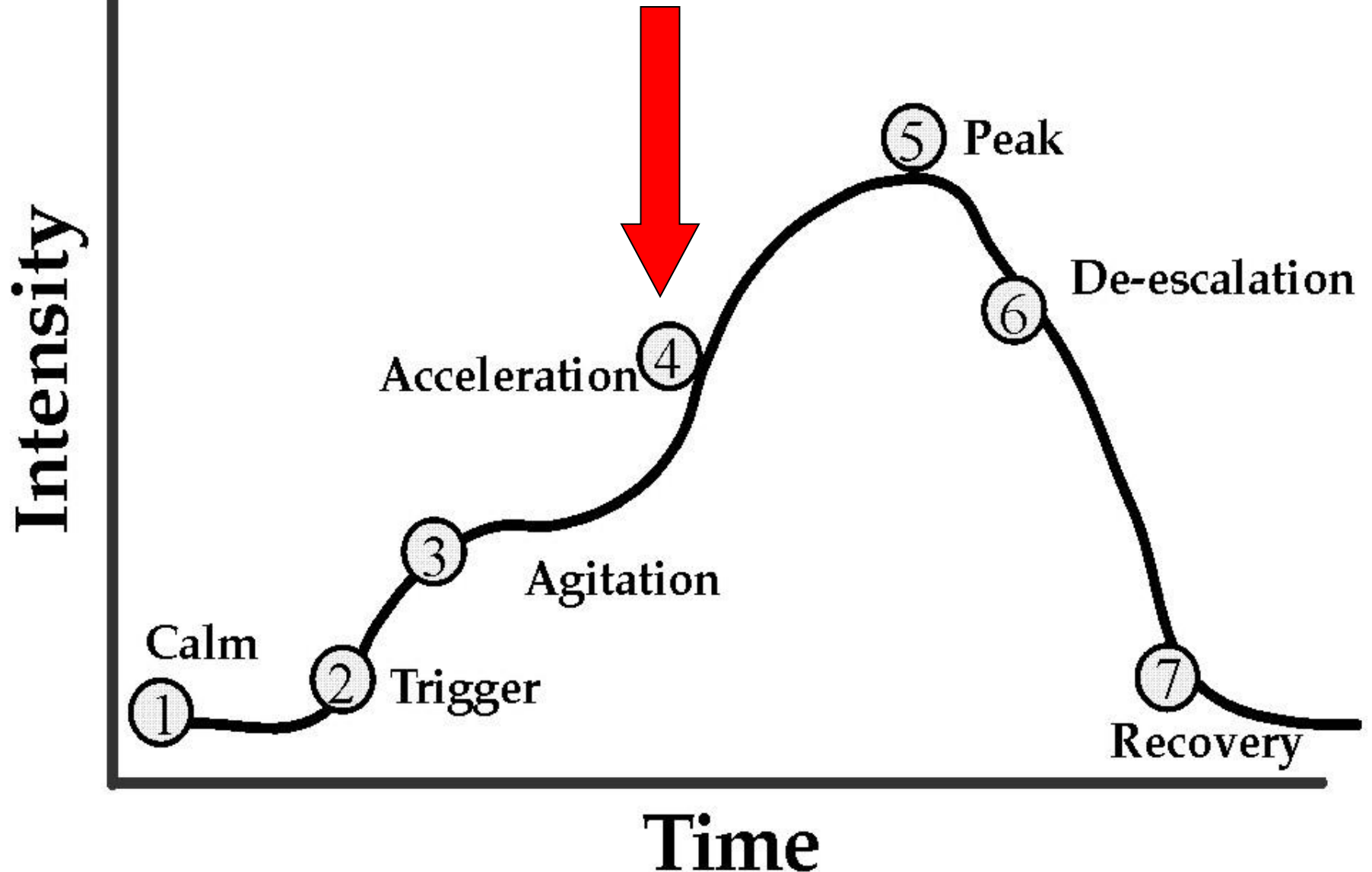


Agitation Interventions



- 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



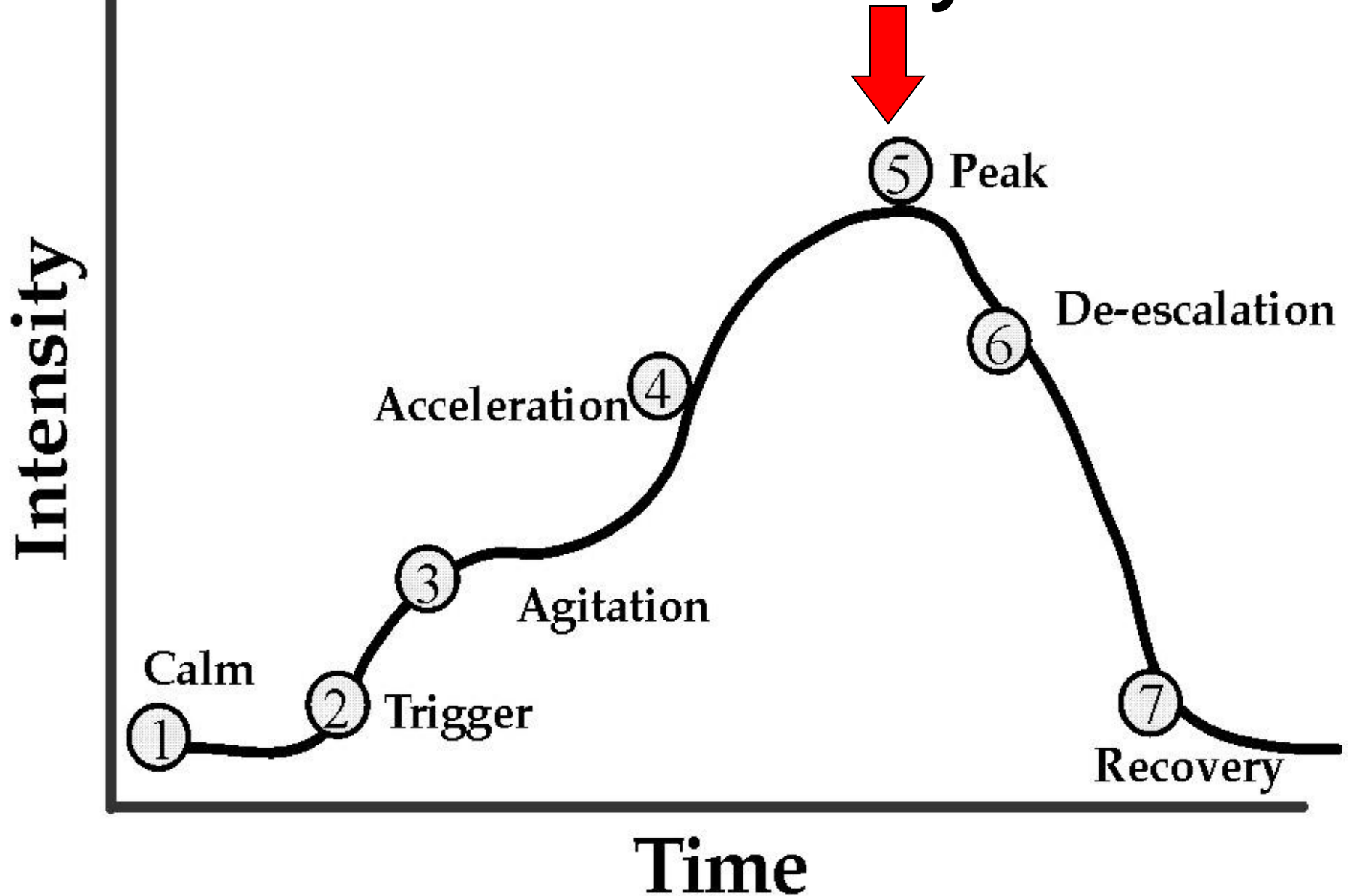
Acceleration Interventions



- 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)



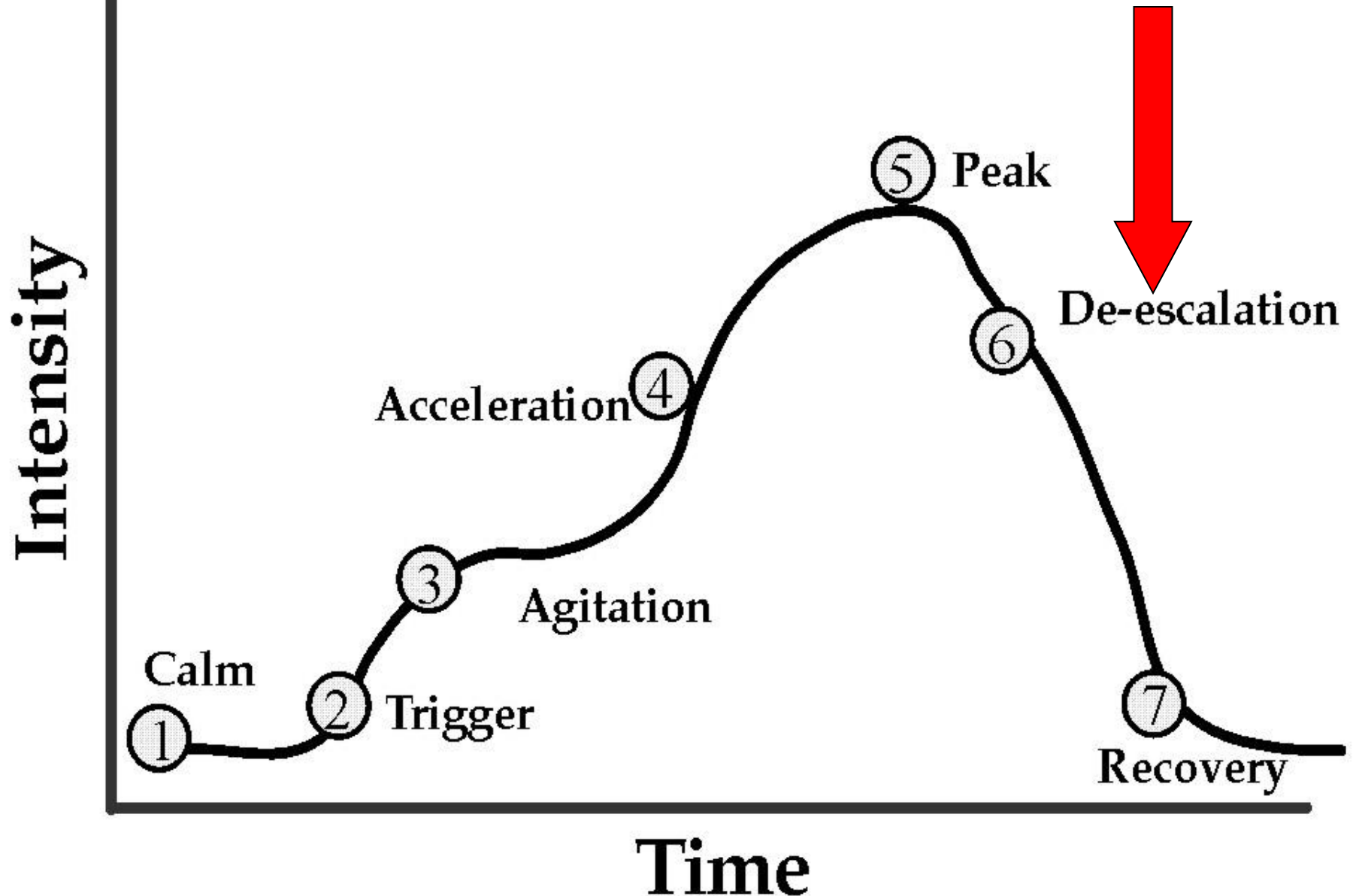
Peak Interventions



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

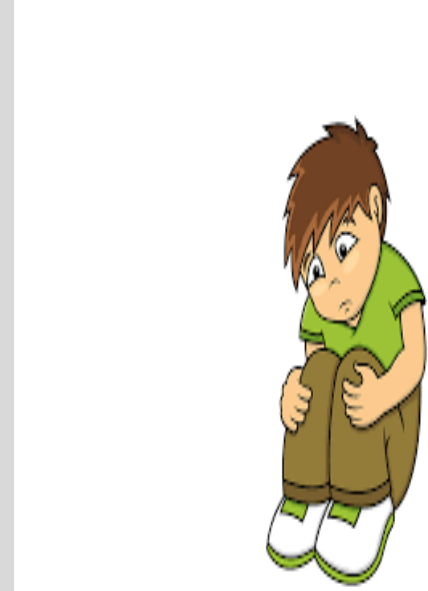
The Escalation Cycle



6) De-escalation Behavioral Indicators



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

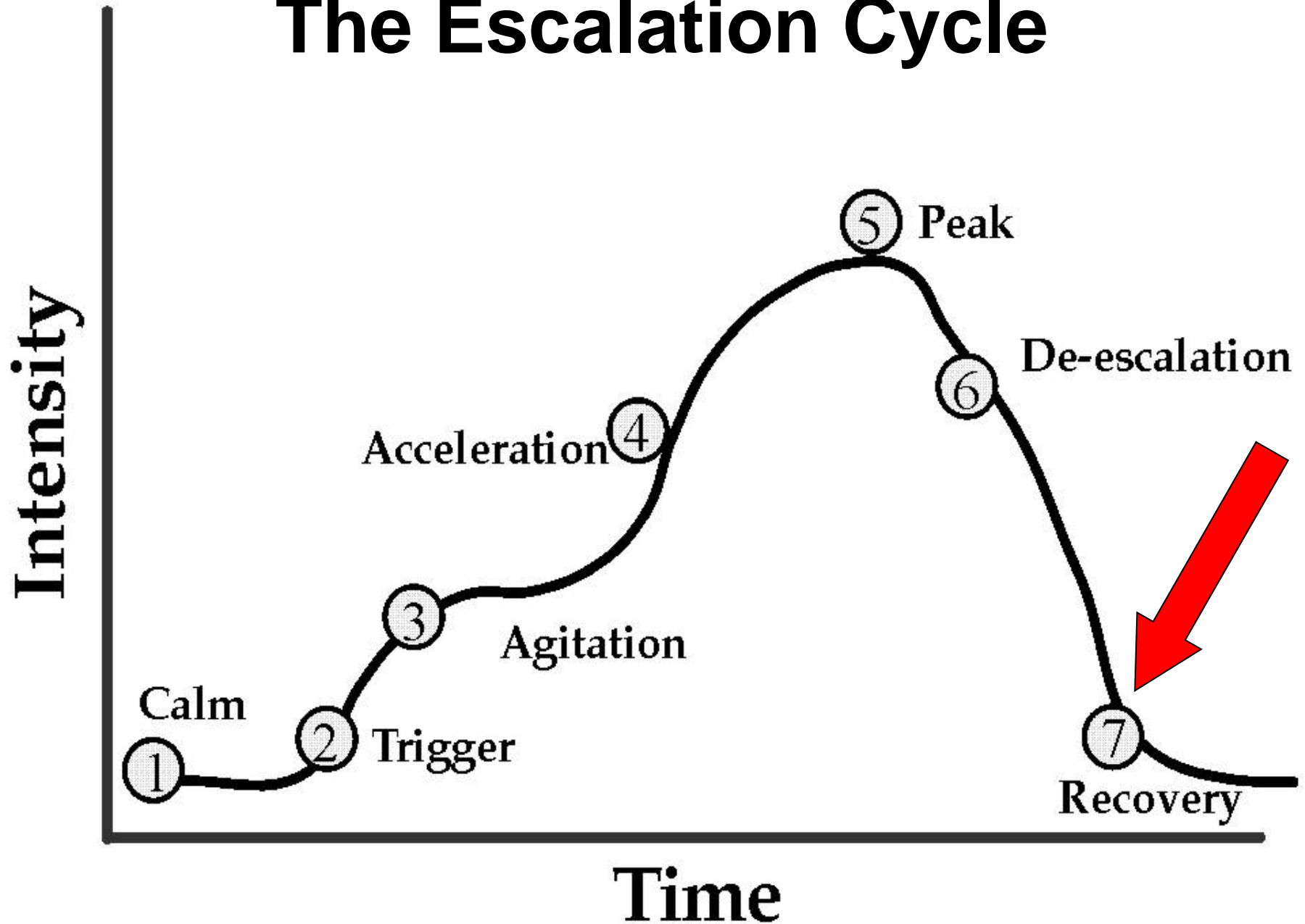


De-escalation Interventions

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



The Escalation Cycle



7) Recovery

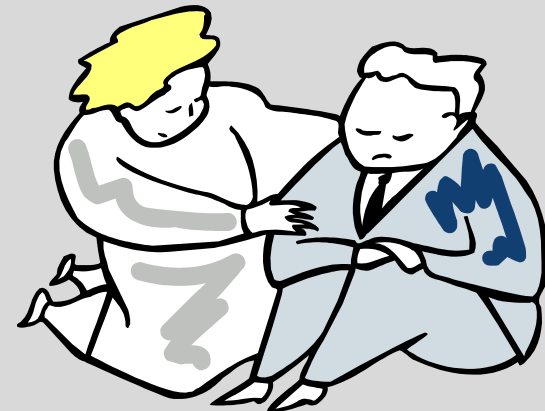
Behavioral Indicators

- 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."

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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



Primary Centers and EECs

**Best Practices Panel:
Olympic Primary and
Dayton Heights/Glen Feliz EEC**

*Mental Health
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