

National Autism CenterSM *at* MayInstitute

Reducing the Use of Time Out and Seclusion
in Schools

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Agenda

- Introduction
- Why is this topic important
- Regulatory guidance
- Best Practice Behavior Support
- Crisis response
- Considerations for building the team

WELCOME AND INTRODUCTIONS

- Introductions
 - Name
 - Role
 - What you are hoping to learn

WHY REDUCE TIME-OUT / SECLUSION?

- Every time a student is placed in seclusion, time out or restraint there is potential for a traumatic event.
- Data has demonstrated that these procedures are disproportionately utilized with vulnerable groups
- These practices have resulted in serious injury and death
- These procedures raise many legal and ethical concerns
- Feedback from families, staff and people we serve

*Ryan, J.B., Gage, N. (2022). Seclusion and Restraint. In: Gage, N., Rapa, L.J., Whitford, D.K., Katsiyannis, A. (eds) Disproportionality and Social Justice in Education. Springer, Cham. https://doi.org/10.1007/978-3-031-13775-4_7

MASSACHUSETTS REGULATIONS ON TIME-OUT

- **Current definition of Time out:** Under 603 CMR 46.02 / 46.04, time-out is a behavioral support strategy used for temporarily separating a student from the classroom or an activity, either by staff direction or by choice, for the purpose of calming.
- On June 24th, 2025, DESE approved new regulations related to the use of Time Out and Seclusion in schools. These updated regulations will go into effect on August 17th, 2026.
- The new regulations definitions:
 - **Time Out** as “a behavioral support strategy in which a student temporarily separates from the learning activity or the 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 in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed.
 - **Seclusion** shall mean the involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave.

MASSACHUSETTS REGULATIONS ON TIME-OUT

- Seclusion can only be utilized if the following conditions are met:
 - The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff.
 - The student is not responsive to directives or other lawful and less intrusive behavioral interventions, or such interventions are deemed to be inappropriate under the circumstances.
 - Other forms of intervention have failed to ensure the safety of the student and/or the safety of others.

MASSACHUSETTS REGULATIONS ON TIME-OUT

- Seclusion can only be utilized if the following conditions are met:
 - There are no medical contraindications as documented by a licensed physician
 - There is a psychological or behavioral justification for the use and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional.
 - The program has obtained consent to use it in an emergency situation as set forth in 603 CMR 46.07(2) from the student's parent and if appropriate, the student, and such use has been approved in writing by the principal.

MASSACHUSETTS REGULATIONS ON TIME-OUT

- Seclusion can only be utilized if the following conditions are met:
 - Any individual using it has received training about alternative behavior interventions and management techniques
 - The program has documented compliance with 603 CMR 46.07(2)(a) and (d) through (g) in advance of its use and maintains the documentation
 - At all times during the emergency, a staff member is continuously and actively monitoring and observing the student and is immediately available to the student
 - The student is observable in all parts of the room or area being used
 - The staff member is continuing to use de-escalation and calming strategies with the student unless it is unsafe or counterproductive for the purposes of calming the student

MASSACHUSETTS REGULATIONS ON TIME-OUT

- Seclusion can only be utilized if the following conditions are met:
 - It is not used as a means of discipline or punishment or as a standard response for any individual student's actions that do not constitute an imminent threat of assault, or imminent serious physical harm to self or others;
 - It is used only in an emergency situation of last resort, and its use ceases as soon as the student's behavior no longer poses a threat of assault or immediate serious physical harm to the student or others, or if the student is observed to be in severe distress, such as having difficulty breathing; and
 - Any room or space used for the purposes of the emergency intervention described in 603 CMR 46.07(2) must meet the requirements listed in 603 CMR 46.07(1) and must be inspected by the public program for compliance with such requirements at a minimum of one time per week during which the room or area is used.

MASSACHUSETTS REGULATIONS ON TIME-OUT

- Any public education program that uses the emergency intervention described in 603 CMR 46.07(2) must adopt and follow a procedure for:
 - Obtaining the approval of the principal if such an emergency intervention is used for a period longer than 30 minutes;
 - Making reasonable efforts to notify a parent of its use with a student within the same timelines and in the same manner as described in 603 CMR 46.06(3) and (4);
 - Verbally informing the principal of its use as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the emergency intervention. If the principal used the emergency intervention, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal shall maintain an on-going record of all reported instances of the use of such emergency intervention;

MASSACHUSETTS REGULATIONS ON TIME-OUT

- Any public education program that uses the emergency intervention described in 603 CMR 46.07(2) must adopt and follow a procedure for:
 - Conducting a weekly review of the data to identify students with whom such an emergency intervention has been used multiple times during the week, in a manner consistent with 603 CMR 46.06(5). If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs;
 - Conducting a monthly review of school-wide data relating to use of such an emergency intervention, in a manner consistent with 603 CMR 46.06(6);
 - Examining and adopting alternatives and strategies for reducing and eliminating its use no later than 3 years from the date of effectiveness in 603 CMR 46.08; and
 - Reporting such use to the Department in a manner, form, and with frequency specified by the Department.

MASSACHUSETTS REGULATIONS ON TIME-OUT

- A Time Out space must meet the following requirements
 - Appropriate size for the students age and needs
 - Lighting, ventilation, heating and cooling must be consistent with the rest of the building
 - Free of any objects or environmental hazards that might be dangerous to the student
 - Must comply with local building and fire codes
 - Must be unlocked
- DESE will be sending additional guidance to operationalize these items for clarity

TO CHANGE A STUDENT'S BEHAVIOR, WE MUST BE WILLING TO CHANGE OUR OWN

- Stop doing the same thing and expecting different results.
- If the math worksheet lead to a crisis requiring physical management on Monday, Tuesday and Wednesday, what do you think will happen when it is presented Thursday?
- As special educators, we are wired to teach, collect data, demonstrate progress and push through challenges.
- In situations where crisis interventions become necessary, we must shift our focus and recognize that no IEP objective is worth risking a traumatic situation
- When the student disengages, we must engage

Where do we start?

WHERE TO START

- When a student is meeting criteria for Restraint or Seclusion, it is essential to systematically evaluate several variables.
 - Evaluate if classroom best practices are in place
 - Assess academic level
 - Determine if it is a skill deficit or performance deficit
 - Assess motivation
 - Conduct or review Functional Behavior Assessment
 - Ensure the Behavior Support Plan strategies match the hypothesized function of behavior
 - Assess fidelity of Positive Behavior Support Plan

CLASSROOM BEST PRACTICES

- Teachers who engage in best practices in classroom management set the stage to increase on task behavior and reduce disruptive behavior
 - Teacher greetings
 - Consistent schedule and lesson planning
 - Appropriate praise to correction ratio
 - Providing opportunities to respond
 - Teach classroom rules and reward following them

(Gage, Scott, Hirn & MacSuga-Gage, 2018)

MOTIVATION AND ASSENT

- A learner must assent to instruction for learning to occur
 - Provide the student opportunities to participate in the planning process
 - Allow opportunities for self management
 - When a student withdraws assent, the real work begins
 - Pushing through an activity when assent has been withdrawn provides the opportunity for escalation
- We must evaluate what conditions provide the best opportunity for success for the learner
 - Location, pace, presentation, response modality, choice, rewards
- Gaining and maintaining assent is an ongoing and collaborative process.
- Smith, T. E., Thompson, A. M., & Maynard, B. R. (2022). Self-management interventions for reducing challenging behaviors among school-age students: A systematic review. *Campbell Systematic Reviews*, 18(1), e1223.

ACADEMIC ASSESSMENT

- It is essential that academic work is appropriate to the student's current level of performance
- If the academic work is above or below the student's level, there is a greater likelihood that the student may disengage from the work.
- Interprofessional collaboration is essential so consider consultation with the team
 - School Psychologists
 - Reading Specialist
 - Speech Language Pathologists
 - Occupational Therapist
 - Physical Therapist

WHAT TO DO WHEN THE BASICS DO NOT WORK

- Define target behaviors
- Examine and document what has been tried
- Talk to staff and caregivers to identify potential environmental explanations
- Determine if an FBA is needed and what level FBA should be conducted
- A well-done FBA will be essential to preventing behavioral escalation

WHAT IS AN FBA?

- In the most simple terms, an FBA is a process of gathering and evaluating information to determine why an individual is engaging in a targeted behavior.
- An FBA must result in a solid hypothesis as to the function a behavior serves for an individual.
- This hypothesis guides **all** interventions to be selected to address this behavior

THE FIVE PRIMARY OUTCOMES OF AN FBA

1. A clear description of the behavior targeted for change
2. Identification of events, times and situations that predict when behavior will and will not occur
3. Identification of the consequences that maintain the problem behavior
4. Development of one or more summary statements
5. Collection of direct observation data to support the summary statements

O'neill, Horner, Albin, Sprague, Storey and Newton, 1997.

DEFINING BEHAVIOR

- Behavior is the activity of living organisms
 - It is **observable**
 - It is able to be **objectively definable**
 - Most importantly for us, it is **measurable**
- Examples:
 - Walking, reading, breathing, yelling, hitting, crying
- Anything an person does to interact with the environment
- In general, behavior occurs outside of the skin.

WHAT BEHAVIOR IS NOT

- Feelings, states, traits or any inferred mental condition is not behavior
- Non-Examples of behavior:
 - Angry, depression, anxious, stressed, overwhelmed, “Adhd” , dis-regulated or out of control
- These are labels attached to collections of behaviors, they are hard to conceptualize and measure and **should never be the focus of an FBA**
- How do we know someone is anxious, depressed, stressed or overwhelmed?

COMPONENTS OF BEHAVIOR

- Two main components of behavior: Form and Function
 - **Form**
 - Topography is the physical "map" of what a behavior looks like.
 - **Function**
 - The purpose a behavior (or collection of behaviors) serves for an individual

FORM

- Operationally defining behavior
 - “A good definition of a target behavior provides an accurate, complete and concise description of the behavior to be changed (and therefore measured).” (Cooper, Heron and Heward, 2007)
- Examples:
 - **Banging on Objects**: Defined as any occurrence or attempt to use his hand or an object to forcefully contact a surface from a distance greater than 2 inches.
 - Example: striking his desk with an open hand or book
 - Non-example: Tapping an eraser on his desk from a distance less than one inch

COMPLEX FORM EXAMPLES

- Examples (con't):
 - **Verbal Threats-** Defined as anytime the student makes a hostile verbalization directed at any student or staff member. Hostile verbalizations are to include threats of physical harm.
 - Examples: “I am going to kill this person” or “I will get you at lunch”
 - Non-examples: “You are a loser” or “I don’t like you”
 - **Inappropriate Verbalizations:** Defined as anytime the student makes a verbalization towards staff or students without an appropriate request for attention that denies compliance with task demands.
 - Examples: “I am not doing it” , “Leave me alone”
 - Non-example: Requesting to do the activity in another way, requesting additional materials.

FUNCTION OF BEHAVIOR

- Gain access to:
 - Social Attention
 - Tangible items or activities
- Avoid, postpone or escape
 - Task demands or activities
 - Social attention
- Automatic Reinforcement
 - The behavior is reinforced without the involvement of others

POSITIVE BEHAVIORAL SUPPORT PLAN

- The goal of the PBSP is to make the problem behavior:
 - *irrelevant*
 - *ineffective*
 - *inefficient*
- We need to change the environment, teach new, adaptive behaviors and reinforce the new behavior, while reducing the problem behavior

SELECTING INTERVENTION STRATEGIES

- What do you do?
 - Directly link *assessment* to *intervention*.
 - Intervention strategies are based on the principles of Applied Behavior Analysis.
 - Plan multiple components.
 - Manipulate the antecedent events to reduce the likelihood that the target behaviors will occur.
 - Remove the reinforcer for the target behaviors.
 - Increase the reinforcement rate and value for a functionally equivalent behavior
 - Reduce or eliminate reinforcement for target behaviors

Technical Adequacy Tool for Evaluation (TATE)

- **TATE Overview**

- Used to evaluate the quality of functional behavior assessments (FBA) and behavior intervention plans (BIP).
- Items included are based on a review of the research literature on the essential components for high quality FBA/BIPs.
- Total of 18 items, 9 evaluate the FBA and 9 evaluate the BIP.
- Items are rated on a Likert scale of 0-2.
- Reliability was obtained for the FBA, BIP and total scale scores. (*Iovannone, Wang, Sanchez, Kauk, & Kincaid, 2016*)
- The tool should be completed by a qualified individual who has achieved sufficient inter-rater reliability.
- School teams have found the TATE helpful during the beginning stages of the FBA/BIP process to ensure a student's plan is technically sound, and to build team members' skills for Tier 3.

FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form

District/State _____ Evaluator _____ Date of Review _____ IRR Yes No IRR Score: _____
 ID _____ Date of FBA _____ Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
<p style="text-align: center;">Part I. FUNCTIONAL BEHAVIOR ASSESSMENT</p> <p style="text-align: center;"><i>Data Gathering and Hypothesis Development</i></p>	<p>1. Input is collected from multiple people/sources to complete the functional behavior assessment. <i>Check all that apply.</i></p> <p><input type="checkbox"/> Student interview <input type="checkbox"/> Parent interview <input type="checkbox"/> Teacher interview <input type="checkbox"/> Rating Scales <input type="checkbox"/> Direct Observations <input type="checkbox"/> Team members participating listed <input type="checkbox"/> Record Review <input type="checkbox"/> Efficient FBA (team meeting, ERASE, etc.) <input type="checkbox"/> Other _____</p>	<p>0 = unable to determine 1 = 1 source/person or list of names with no detail 2 = two or more sources with supporting details</p>	
	<p>2. Problem behaviors are identified and operationally defined. (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA</p> <p>List problem behavior(s): _____</p>	<p>0 = no problem behavior identified; 1 = behaviors are identified but definitions are ambiguous or subjective 2 = ALL identified behaviors are operationally defined.</p>	
	<p>3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data.</p> <p><input type="checkbox"/> Target Behavior <input type="checkbox"/> Method <input type="checkbox"/> Time Frame <input type="checkbox"/> Analysis</p>	<p>0 = unable to determine 1 = data collected, but omits at least one of the essential details 2 = data collected, AND includes all 4 essential details</p>	
	<p>4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. <i>List setting events (slow triggers):</i></p> <p>Distant event _____ Environmental, social, or physiological events _____</p>	<p>0 = unable to determine, OR no indication setting events were considered 1 = identified, no contingency/pattern 2 = identified, AND contingency/pattern described, OR clear indication no setting events exist</p>	
	<p>5. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified.</p> <p>List antecedents (triggers): _____</p>	<p>0 = none, OR not antecedents 1 = identified, lacks detail 2 = identified AND detailed</p>	

FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form

Component	Item	Scoring Guide	Score
	6. Antecedent events in which problem behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified. List antecedents: _____	0 = none, OR not antecedents 1 = identified, lacks detail 2 = identified AND detailed	
	7. Consequences (i.e., how others respond immediately after problem behavior occurs) are identified. List consequence(s): _____	0 = none, OR not consequences 1 = identified, lacks detail 2 = identified AND detailed	
	8. An identifiable hypothesis or summary statement that includes three essential components (i.e., antecedent events, behavior, function) is present and linked to the antecedent events and consequences listed in the FBA. Check each component present in the hypothesis and the presence of its link to the FBA data <input type="checkbox"/> Antecedent events <input type="checkbox"/> Description of problem behavior <input type="checkbox"/> Function of behavior Link: Yes/No Link: Yes/No Link: Yes/No	0 = no identifiable hypothesis, OR only one component or no (zero) components linked to FBA data 1 = identifiable hypothesis with 2 components linked to FBA data. 2 = includes all 3 components AND all 3 components are linked	
	9. Function of behavior is one identified in research literature, provides specificity, and is linked to FBA data. <input type="checkbox"/> Positive reinforcement—To get/obtain (attention, tangible, sensory stimulation) _____ <input type="checkbox"/> Negative reinforcement—To escape/avoid/delay (tasks, attention,, tangibles; painful/uncomfortable stimuli) _____ <input type="checkbox"/> Multiple functions (positive and negative reinforcement) _____	0 = no function identified, OR no hypothesis, OR function not in research literature 1 = function identified in research literature, not linked to FBA data. 2 = function identified in research literature, AND linked	
FUNCTIONAL BEHAVIOR ASSESSMENT SCORE			/18

FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form

Component	Item	Scoring Guide	Score
II. BEHAVIOR INTERVENTION PLAN	10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA. _____	0 = no dates, OR >60 days 1 = >30 days but <60 days 2 = ≤30 days	
	11. Hypothesis developed from the FBA is included or referenced on the behavior plan. _____	0 = no hypothesis, OR substantially different 1 = similar (1-2 components) 2 = identical (3 components)	
	12. A minimum of one strategy that directly addresses and modifies antecedent events listed in the “when” component of the FBA hypothesis (Item 8) is identified and described in enough detail for implementation. List antecedents in hypothesis _____ List strategy(ies): _____	0 = none identified, OR no link with hypothesis, OR not antecedent strategies 1 = identified, linked, NOT sufficient detail 2 = identified, linked, AND sufficient detail	
	13. A minimum of one socially valid replacement behavior that will be taught to the student is identified, linked to FBA hypothesis (item 8), and described in enough detail for implementation. List replacement behavior(s) to be taught: _____ List intervention strategies to teach replacement behavior _____	0 = none identified, different function, OR function not identified in research literature. 1 = identified, linked, NOT sufficient detail 2 = identified, linked, AND sufficient detail.	
	14. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function as did the problem behavior is identified, and described in enough detail to implement. Function identified in hypothesis: _____ List reinforcement strategy(ies): _____	0 = none identified, no link, OR no replacement behavior identified 1 = identified, linked, NOT sufficient detail 2 = identified, linked, AND sufficient detail	
	15. A minimum of one strategy that eliminates the maintaining consequences identified in the hypothesis is described with sufficient detail to implement (i.e., changes the way others respond to problem behavior). Function identified in hypothesis: _____ List strategies: _____	0 = none identified, OR continue to provide same outcome 1 = identified, linked, NOT sufficient detail 2 = identified, linked, AND sufficient detail.	

FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form

Component	Item	Scoring Guide	Score
	16. A need for a safety plan is considered, justified, and described with sufficient detail if a need is indicated.	0 = not addressed OR need identified but no plan 1 = plan but procedures unclear 2 = specific procedures identified, OR no need for plan indicated.	
	17. A specific plan for collecting monitoring data on both the problem and replacement behaviors following implementation of the behavior plan is included. _____ <input type="checkbox"/> When/How often <input type="checkbox"/> Who <input type="checkbox"/> Method <input type="checkbox"/> Review date	0 = no plan, OR unable to determine 1 = partial plan, lacks details, AND/OR does not address both problem and replacement behaviors 2 = plan fully described AND addresses both problem and replacement behaviors.	
	18. A specific plan for collecting fidelity data on BIP implementation is included. _____ <input type="checkbox"/> When/How often <input type="checkbox"/> Who <input type="checkbox"/> Method <input type="checkbox"/> Review date	0 = no plan, OR unable to determine 1 = partial plan, lacks details 2 = plan fully described	
BEHAVIOR INTERVENTION PLAN TOTAL SCORE			/18

Feature	Score Obtained	Score Possible	Percent Obtained
I. Functional Behavior Assessment		18	
II. Behavior Intervention Plan		18	
Total Product Score		36	

Practical Considerations for School Response

- Despite our best efforts, behavioral crisis will occur
- Responding to behavioral situations is complex and time consuming.
 - What is going well in this area in your building
 - What needs improvement

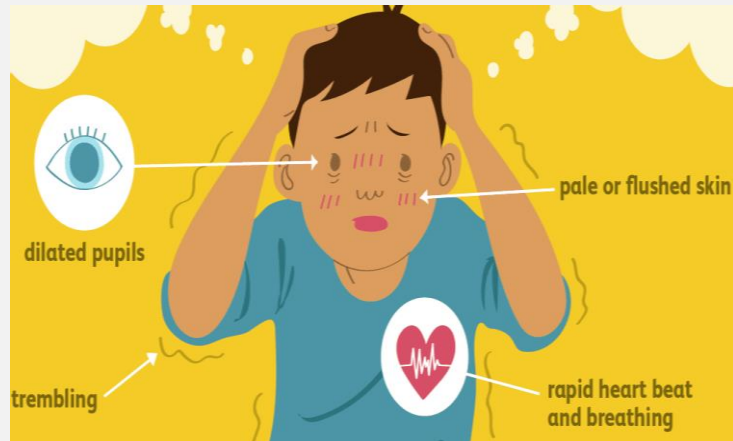
Effective Behavioral Response

- Failure to plan is planning to fail
- Schools are not inherently designed to respond to crisis
- Put a plan in place to ensure the team is prepared for behavioral escalations before a crisis occurs
- Assess your environment to find hazards and identify safe spaces
- A plan will help staff to stay on track and remain calm in a crisis

ESSENTIAL RULES FOR RESPONDING TO CHALLENGING BEHAVIOR

1. I remain calm.
2. I respond to the situation rather than react to it.
3. I move quickly, but calmly to the situation.
4. I choose my words carefully.
5. I have a plan to get back on track.
6. I always attend to the student, but I don't have to respond to the behavior.
7. Time and space are my best tools.

I. REMAIN CALM



Take note of your own physiological response

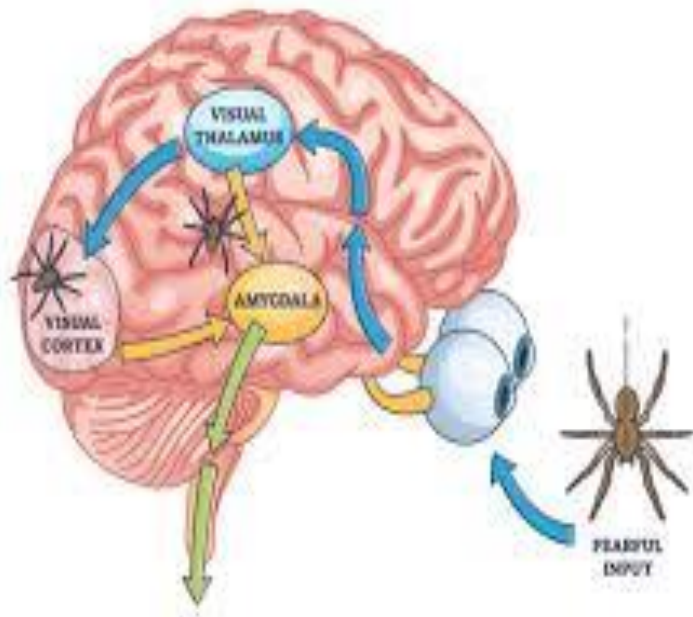
- Heart rate
- Breathing
- Perspiration
- Psychomotor agitation

Manage your facial expressions & body language

- Maintain a neutral facial expression
- Orient yourself in a non-confrontational manner
- Continue to monitor

2. RESPOND TO THE SITUATION RATHER THAN REACT

AMYGDALA FUNCTION



- When we feel a dangerous situation is occurring, our **amygdala** takes over our responding:
 - This is a base part of our brain that does not engage higher level reasoning,
 - It can cloud our judgement and interfere with decision making.
 - Even just a few seconds delay can help shift our responding to engage higher level executive function and reasoning.
 - If there is not eminent danger, a strategic pause will help create a better response and avoid a less helpful reaction.

3. MOVE QUICKLY, BUT CALMLY TO THE SITUATION

- We work in small spaces; fast movements can be dangerous.
- Move in a quick controlled pace.
- Avoid running directly towards a person as this can be scary and cause a reaction.
- Swift and safe are the key!

4. CHOOSE YOUR WORDS CAREFULLY

- Be intentional with your language.
- Avoid:
 - Redirections with “no,” “don’t,” and “stop.”
 - Requests phrases as a questions (e.g., “Are you ready to come out from under the table?”).
 - Pleading (e.g., “I’m begging you, please come out from under the table?”).
- Instead tell them what you want them to start doing (e.g., take some deep breaths; pause; keep hands and feet to themselves)
- Never convey judgement.
- Do not exaggerate or state false contingencies.
- Explain what will happen and don’t be afraid to say I don’t know right now.

5. HAVE A PLAN TO GET BACK ON TRACK

- It is better to wait than to start without a plan.
- Set up a recovery routine and practice in periods of calm.
- Know the limits of the environment.
- Meet inconsistency with consistency.
- Remain flexible but maintain logical boundaries.

6. YOU SHOULD ALWAYS ATTEND TO THE STUDENT, BUT YOU DON'T HAVE TO RESPOND TO THE BEHAVIOR

- Extinction is extremely problematic in our setting
- Attending to the child is essential
- Focus on any approximation of desired behavior
- Think functionally

7. TIME AND SPACE ARE YOUR BEST TOOLS

- A student who is escalated is in a state of physiological arousal
- Providing time and space can give the student the opportunity to change physiological state
- Always remain aware of the space and how much time you have

When Problem Behavior Occurs

Keep everyone safe!

Ideally, problem behavior should not contact reinforcement, but student and staff safety is most important.

If it is not possible to run a formal extinction procedure (*Ignoring, reinforcement, maintaining work demand, etc.*) it is better to reinforce early in the chain to avoid reinforcing more severe topographies.

- Focus on designing the right contingencies

Both formal extinction procedures and reinforcing early in the chain requires significant staff training and fidelity checks

Responding to the Crisis

- Response coordination is critical in responding to the crisis
- Determine who should respond
 - Staff who know the student best
 - Staff who have the appropriate skill set
 - Staff who can make administrative decisions
- The response team should include enough people to safely address the situation
 - More people is not more effective
 - Everyone should have a role to play

Responding to the Crisis

- Identify the most appropriate lead responder
 - Knows the plan
 - Can make the calls
- Ensure a communication method to relieve staff
 - The expectation should be that a lead can relieve any staff member
 - Support staff can remain close but out of sight

Responding to the Crisis

- Crisis response often leads to reinforcement
 - Escape or delay of demands
 - Novel attention
 - Access to new areas and materials
 - Removal of aversive environmental and social stimuli
- Every crisis breaks a routine
 - It is essential to return to a structure routine
 - Each crisis response should follow a consistent pattern
 - The goal is to return to the typical routine

Responding to the Crisis

- Extinction is very problematic in a school setting
 - Students quickly determine items and actions that will end planned ignoring
 - This can lead to more extreme topographies
- It important to learn to differentially reinforce behavior in the moment to establish a new trajectory
 - Extended crisis situations often lead to distinct MO's unrelated to the initial event

Crisis Plan

- A crisis plan should be developed for any behavior plan where there is potential for safety concerns, especially plans addressing potentially dangerous behavior
- If a student elopes from the building what are the steps staff should follow?
- If a student's aggression or self-injury poses imminent risk of harm to themselves or others, how should staff respond?
- Does the crisis plan include considerations for problem behavior in the community and what constitutes a crisis in environments outside of school? *(e.g., a sexually or racially offensive comment might not be a crisis at school, but may put the student in imminent risk on public transportation)*

Crisis Plan

- A crisis plan's first focus is on safety
- Staff training on a PBSP must also include training on crisis plan
- Keeping everyone safe may need to include reinforcement of problem behavior (*remember earlier in the chain is better*)
- Review incidents and use this review to adjust plan as necessary, including prevention strategies

Supporting and Building the Team

- Building the Team
 - Connect as a Leader
 - Calm is a superpower
 - Initiate communication with the primary stakeholders
 - Identify your champions
 - Assess staff motivation
 - Start with “Why”
 - What are their desired outcomes?

Practical Considerations for School Response

- What is the first easy win
 - Determine what is important to the staff and student involved
 - The first win helps to build buy in
- Ensure all voices are heard
- Predict the future and build credibility
 - Think through the logical consequences and inform people
 - Create contingency plans ahead of time

Practical Considerations for School Response

- Identify systemic gaps
 - Negative reinforcement of staff
 - Dealing with challenging behavior is stressful
 - Staff will find the most effective path to stop that stress
 - Lack of safe space to de-escalate
 - Time and space are one of our most critical resources
 - When considering interventions, always consider where

Practical Considerations for School Response

- How to build consistency
 - Fidelity is critical
 - Without fidelity, success is unlikely
 - Design your interventions with practicality in mind
 - A perfect intervention without fidelity will fail
 - A good intervention implemented with fidelity creates an opportunity for success.

Practical Considerations for School Response

- Know the limits of the system
 - Staff skills
 - Space and material availability
 - Considerations for other students
 - Regulatory requirements
- Design your intervention plans with those limits in mind

Practical Considerations for School Response

- Divergence of opinions
 - People have varied opinions about how to solve a problem
 - Some are valid, but impossible
 - Some are not valid and possible
 - Work to find the balance to encourage buy in without compromising intervention integrity.
- Preponderance of Attention
- Loss of contingency control

Practical Considerations for School Response

- Start with the end in mind
 - What are the likely outcomes for a case
 - Plan what a successful fade in plan will look like
 - Identify how you will know when it is not working
 - What are your check in points
 - When will you be able to review fidelity, progress and effectiveness

Practical Considerations for School Response

- Start with the end in mind (cont.)
 - Don't allow a bad event to dictate next steps
 - One event can escalate every level of the system
 - This can lead to reactive decision making and poor decisions
 - Anticipate and avoid
 - Identify where the difficulty will occur
 - Consider all the potential ways to avoid those challenges.

Practical Considerations for School Response

- Identify future needs
 - Assess the system to determine what is needed
 - Often, we don't have everything we need
 - Determine potential solutions
 - Identify the best value for your needs
 - More people isn't always more people
 - Be prepared to present solutions when the need is great
 - Budgets, grants, one off funding
 - Advocate for your students needs
 - Bring it back to student impact
 - If we have X we can Y so our students can Z.

ADVANCED TIERS

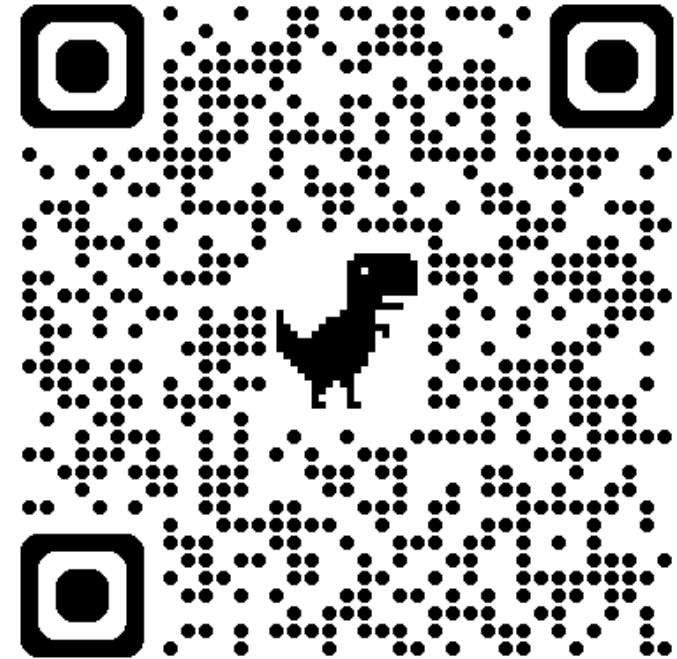
REDUCING THE USE OF TIME OUT PROCEDURES IN SCHOOLS

Matt Riley

This is NOT for
CEs!

For CEs Please
use the QR Code
near the door.

Please complete
this **SESSION**
EVALUATION:



<https://www.surveymonkey.com/r/ReduceTimeOuts>

Thank You

- Matt Riley Mriley@mayinstitute.org
- May Institute
 - Early intervention and ABA
 - Autism Schools
 - Brain Injury Schools
 - PBIS and School-Based Services
 - Adult Services

If you would like more information about services in other areas, please visit our website at: www.mayinstitute.org