

STUDENT AGGRESSION AWARENESS – PART I USING EMOTIONAL INTELLIGENCE AND OTHER METHODS TO PROTECT YOUR CLASSROOM

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www.pswctup.org

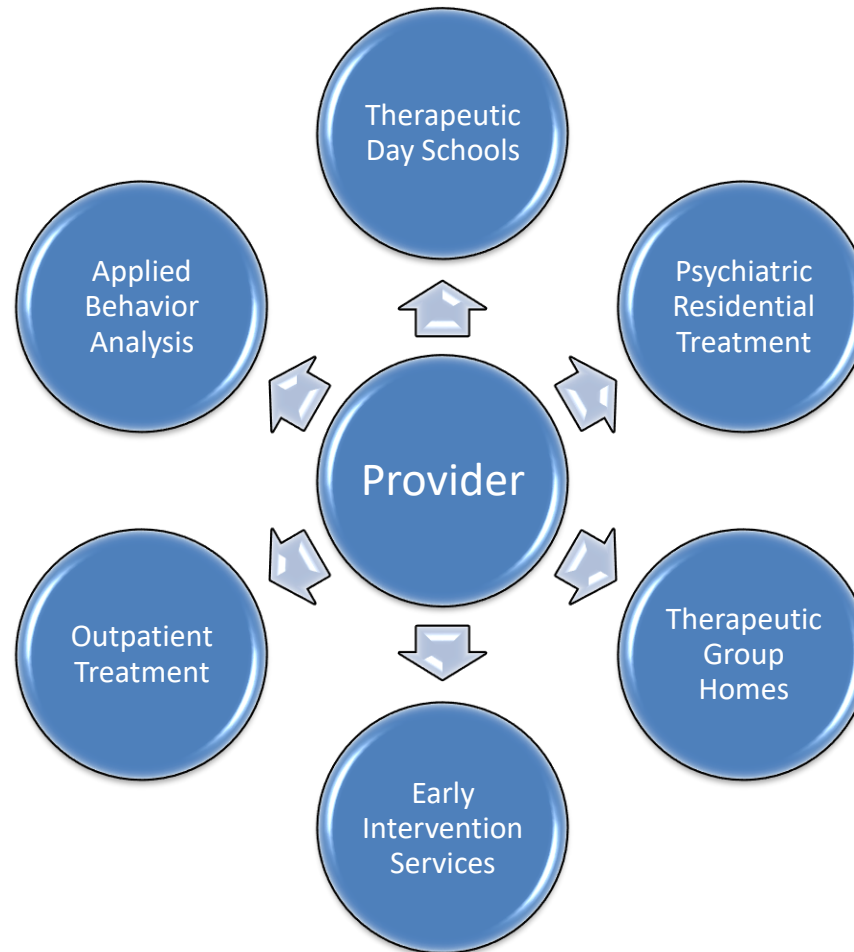


LIFE
WITHOUT
RESTRAINT

UKERU — JAPANESE FOR "RECEIVE" — IS A SAFE, COMFORTING, AND RESTRAINT-FREE APPROACH TO CRISIS MANAGEMENT.



Who We Are: Grafton



Where We Were

Clients

- In 2003 utilized over 6,600 restraints and over 1,500 seclusions, serving 220 individuals
- Client injuries and a death

Employees

- High rate of employee injuries
- Controlling atmosphere breeding negativity
- Self perceived as “helpless” and “victims”

Organization

- Teams resembling silos
- Negative outcomes affecting financial sustainability
- Stuck

It's Time for a Change



Issues a Mandate

- Minimize the use of physical restraint and seclusion without increasing employee or client injuries

Why do we use restraint & seclusion?

Fear



Frustration



We believe...

*People inherently want to do well, and those with disabilities are no exception. When we see an individual with a disability struggling, it is **our** responsibility to figure out **why** and teach the skills necessary for success.*

Alternative Solutions

- Promote comfort versus control and trauma informed care
- Teach Ukeru as an alternative to R/S



Benefits & Results

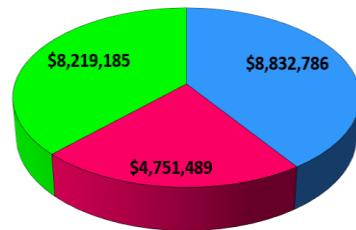
99% decrease in restraint frequency

100% reduction in seclusion

97% decrease in staff injury from a restraint

64% decrease in client-induced staff injury

133% increase in client goal mastery



■ TURNOVER Savings ■ Lost Time Savings ■ WCOMP Policy Savings

ROI \$21,803,460



“At first people refuse to believe that a strange new thing can be done, then they begin to hope it can be done, then they see it can be done—then it is done and all the world wonders why it was not done centuries ago.”

- Frances Hodgson Burnett

Thank You



Working with Challenging Young People

Reginald Reid, Ph.D.

Principal, ReLife School

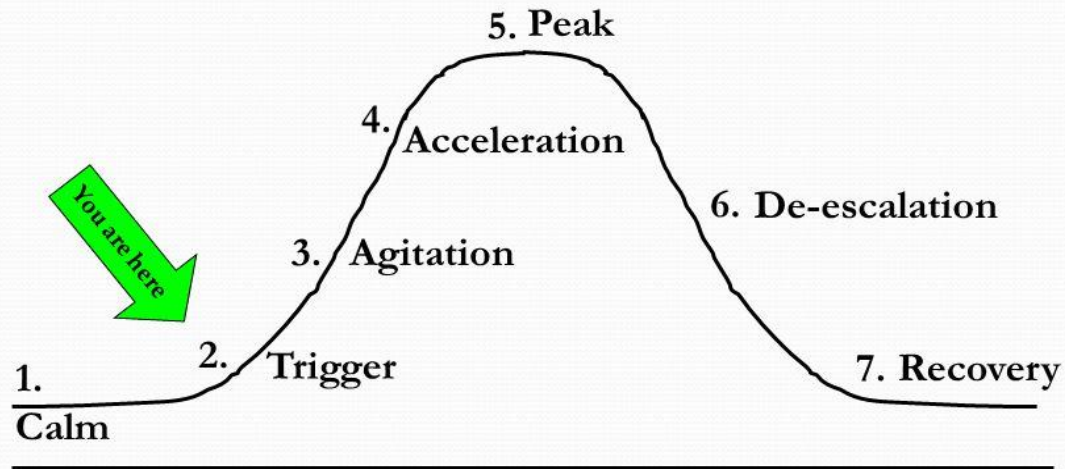


Introduction

People come with all sorts of complexities. Sometimes you can have the best attitude and come with everything perfectly in order and ready to go, but things still seem to turn out different than planned. What we all need to keep in mind is that just like we come to school/work with the best of intentions each day, so do our young people. We don't wake up planning to give them a hard time. They don't wake up thinking, 'Today, I'm going to make my teacher's day the worst day I possibly can.'



Seven Phases of Challenging Behaviors



Colvin & Sugai, 1989



“ If a student cannot do math, you don't punish them. You teach them math skills. So why would we punish them for inappropriate behaviors instead of teaching appropriate behaviors?

”
~Dr. Reginald Reid



Key questions to answer

- Why is the disruption happening
- What is the internal struggle in the moment
- How do you support in the moment
- What do you need to remember



Why is the disruption happening

What is it that is needed

- Is there something that you are aware of that is out of order

Is there an identifiable antecedent

- Did an incident occur that the student is upset over
- Was their routine disrupted

Do you know if the individual has difficulty regulating or managing their emotions

- Is the student simply overwhelmed by something



Why is the disruption happening

Whatever it is, it's a major deal to them

- Are they trying to communicate something that you are missing
- Are you responding to them in a way that is upsetting to them

Is it a sensory issue

- Smell, sound, touch, a sight, etc.

ADD/ADHD, anxiety, or stress

- A diagnosis that causes an inability to process information
- A sense of fear that puts us on alert
- Caused by something external or outside of them



What is the student's struggle

What's going on in the brain

- Is there something that is making it difficult for them to concentrate or use their working memory

Prefrontal cortex v amygdala

- Freeze, fight, or flight



How do you support

What do you do

- Stimulate the Vagus Nerve
- Breathe
- Cross the midline
- Heavy work
- Name it
- Narrow focus
- Make a plan
- Use humor
- Use a ritual before, during, after
- Reflect



How do you support

Comfort vs Control

Statements

- Do you feel safe
- Tell me what you need
- How can I help you
- Are you:
 - Hurt, Hungry, Tired, Scared

Things to say in the moment

- Hit this instead
- Kick this
- Say that again, louder

If it's a hard 'no'

- Give alternatives
- Speak calmly
- Speak confidently



How do you support

What do you not say

- Don't worry
- It's no big deal
- You'll be fine
- It's all in your head
- Just stop it
- Hurry up
- Don't think about it
- What do you want me to do
- Calm down
- You're just being silly



What do you need to remember

Its all about relationships

You must be as calm as they are intense

Less words are better

Relax your body & movements (non-threatening gestures)

They may not be able to respond to you (be ok with the silence)

They may need to process (give them wait time)

What is your Optimal Performance Range (OPR)

Its not personal



“

This is hard work but
it's also heart work.

”

~Dr. Reginald Reid



Summary

I have been at ReLife since 2017. I can honestly say that I have never had more fun and felt like I have done more meaningful work as a principal than I have these past five years. The work is hard, and the students can be challenging but when you make the connections, and you build the relationships there is nothing better. You never forget the feeling you get when you help someone replace their walls with bridges.

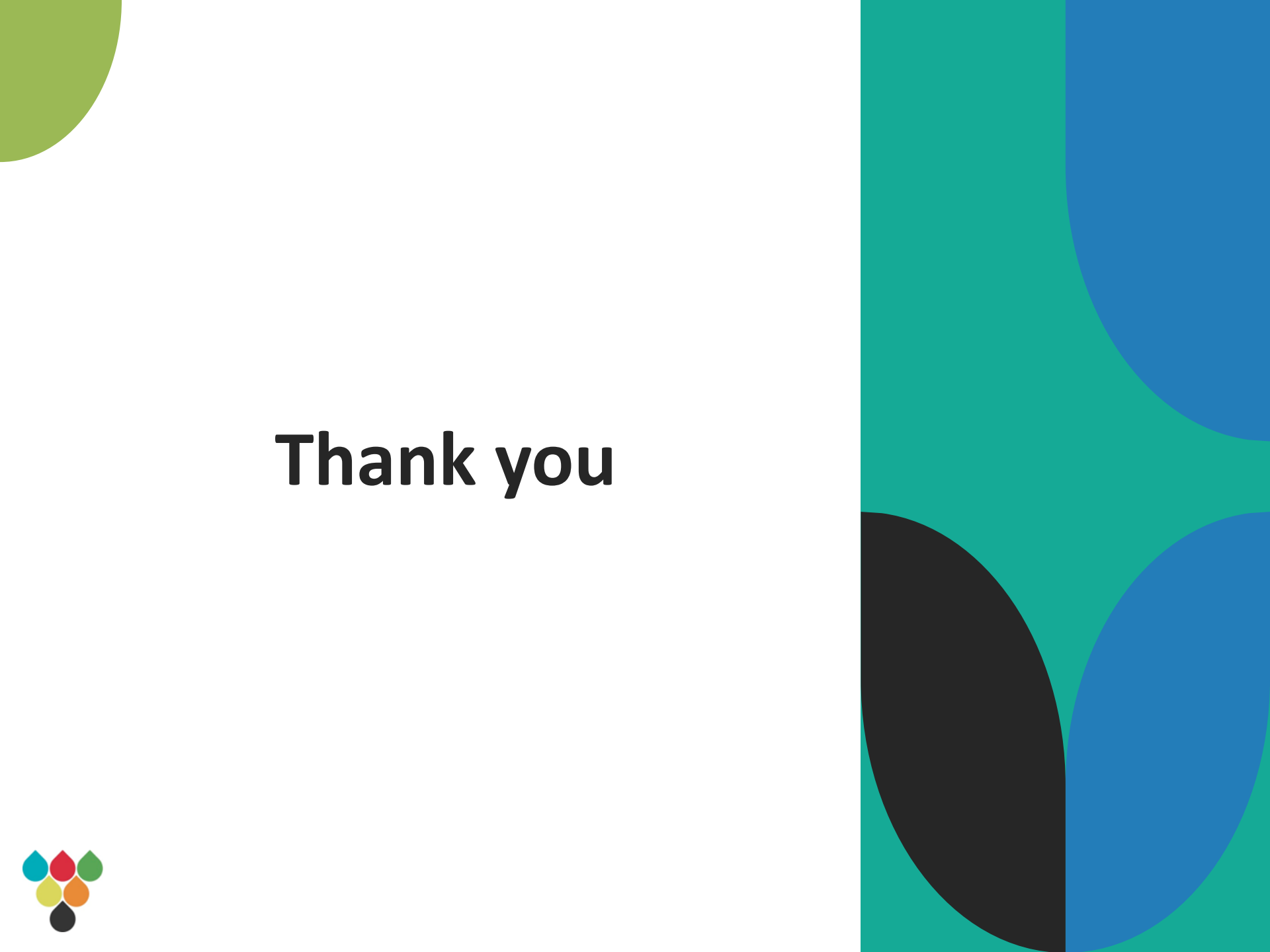


Sources

- ADHD and Executive Functioning Deficits: [h](#)
 - <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/difference-between-executive-functioning-issues-and-adhd>
- <https://lifehacker.com/what-anxiety-actually-does-to-you-and-what-you-can-do-a-1468128356>
- <https://www.psychologytoday.com/us/blog/joyful-parenting/201903/10-better-ways-help-anxious-child-calm-down>
- <https://www.psycom.net/child-anxiety-things-never-to-say>
- Stages of Behavior & Escalation (Colvin & Sugai, 1989)
 - www.ukerusystems.com



Thank you



QUESTIONS?

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In Association with:

Puget Sound Workers' Compensation Trust and the Puget Sound
Educational Service District

September 1, 2022

UPCOMING TRAINING OPPORTUNITIES

- Presenter: Dr. Pyam Fallah, Phd, Idehl Laboratories
 - Date: June 2, 2022
 - Time: 10:00AM – 12:00PM
 - Location: Teams Webinar
- [Register Here](#)

Mold In Schools I: Fact Vs. Fiction



- Presenter: Tim Reeve, Attorney, Reeve Law Firm
 - Date: July 14, 2022
 - Time: 10:00AM – 12:00PM
 - Location: Teams Webinar
- [Register Here](#)

Mold In Schools II: Handling Mold Exposure Claims



- Presenter: Michelle David, Sr. Industrial Hygienist, Wood, Plc
 - Date: August 4, 2022
 - Time: 10:00AM – 12:00PM
 - Location: Teams Webinar
- [Register Here](#)

Mold In Schools III: Mold And Water Remediation



- Fall Educational Workshop (*In Person/Hybrid*)
 - Presenter: Nancy Bernard, WA State DOH
 - Date: October 10, 2022
 - Time: 8:00AM – 3:00PM
 - Location: Teams Webinar
- [Register Here](#)

WA State DOH: School Environmental Health and Safety



- Presenter: WCT/UP Loss Control Team
 - Date: September 29, 2022
 - Time: 10:00AM – 11:00AM
 - Location: Teams Webinar
- [Register Here](#)

ANNOUNCING DISTRICT SAFETY DASHBOARD



- Presenters: Reginald Reed; Principal, ReLife School
 - Kim Sanders; President, UKERU Systems & COO, Grafton
 - Date: September 1, 2022
 - Time: 10:00AM – 12:00PM
 - Location: Teams Webinar
- [Register Here](#)

Student Aggression Awareness I: Emotional Intelligence for Classroom Safety



- Presenter: Tovah Denaro, Innovative Behavior Consulting, Tacoma WA Health Network
 - Date: October 20, 2022
 - Time: 10:00AM – 12:00PM
 - Location: Teams Webinar
- [Register Here](#)

Student Aggression Awareness II: Emotional Intelligence for Classroom Safety



- Presenters: PSESD Student Support Services
 - Date: November 3, 2022
 - Time: 10:00AM – 12:00PM
 - Location: Teams Webinar
- [Register Here](#)

Student Aggression Awareness II: Emotional Intelligence for Classroom Safety



AVAILABLE MEMBER SERVICES

Worker Compensation Trust

- Claim Intake / Reviews / Investigation
- Compensability Determination
- Disability Management / Vocational Rehabilitation
- Exposure Analysis
- Incident Reporting
- Legacy Claims Management
- Industrial Hygiene
- Litigation Management
- Loss Control and Prevention
- Management Reporting
- Medical Cost Management
- Return-to-Work Planning

Unemployment Pool

- Claim Management
- Compliance Management
- Legislative Updates
- Management Reporting
- Review, Hearings, Appeals
- Training & Education

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