

Integrated Experience: Crisis Prevention Institute, Inc. SW-PBS and the Vermont Department of Education

Richard Boltax, University of Vermont
Sherry Shoenberg University of Vermont Center on Disability and
Community Inclusion
Susan Keith, Crisis Prevention Institute, Inc.



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Who Are We?

The Vermont BEST Team

- Partnership between Vermont Department of Education and University of Vermont

Crisis Prevention Institute, Inc.

- For nearly 30 years, the Crisis Prevention Institute has supported professionals through *Nonviolent Crisis Intervention*® training. The *Nonviolent Crisis Intervention*® training program offers a solid foundation to structure prevention and intervention approaches based on a philosophy of providing the best *Care, Welfare, Safety, and Security*™ for staff and those they support on a daily basis, even during crisis situations.



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Why Are We Here Together?

BEST Team has a history of promoting promising and evidence-based practices in Vermont schools:

- *Nonviolent Crisis Intervention*® training
- Life Space Crisis Intervention
- Second Step
- Skill Streaming
- Conferences and workshops on various approaches supporting students at risk or with emotional/behavioral challenges

"Spray and Pray" model of supporting schools had little measurable impact on student and systems change.
Then we found **PBS!**

And...



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Why Are We Here Together?

...by integrating the skills and strategies of **Nonviolent Crisis Intervention® training** into the structure of **PBS**, staff and student change is more likely to occur.



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Why Are We Here Together?

To demonstrate how the valued ideas and practices of **Nonviolent Crisis Intervention® training** fit within the three-tiered logic model of **School-Wide Positive Behavior Supports**.

and

To discuss how to evaluate the impact of **Nonviolent Crisis Intervention® training** within a **PBS** school.



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Meanwhile in Washington...

H.R. 4247 introduced **Keeping All Students Safe Act**

A call on states, within two years of the bill's passage, to establish their own policies, procedures, monitoring, and enforcement systems to meet the minimum standards established by the bill.

Encourage states to provide support and training to better protect students and prevent the need for the emergency use of restraint and seclusion.

Upon reauthorization, the **Elementary and Secondary Education Act** will likely include language about PBS.



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How Do PBS and Nonviolent Crisis Intervention® Training Interact?

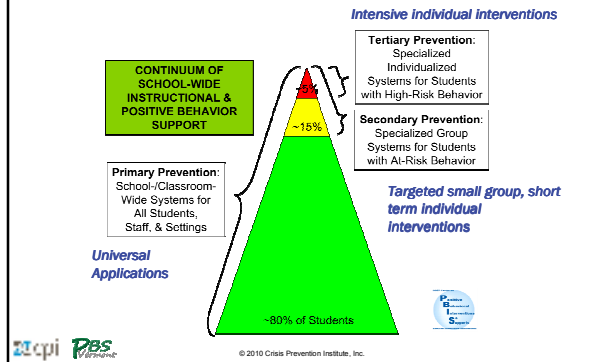
PBS – A school-wide structure promoting strategies that focus on **ALL** learners' social-emotional-behavioral needs.

Nonviolent Crisis Intervention® training – A skills-based approach to preventing and responding to the social-emotional-behavioral needs of **ALL** students.

Both emphasize what school staff will do differently!



Positive Behavior Supports Continuum



Activity

- Think of a person you recently encountered who has either physically or verbally acted out of control.
- What did you notice about the behavior of the person before, during, and after the incident?
- What did you notice about the behaviors of the others present before, during, and after the incident?
- Share with your neighbor.

Foundations of the CPI Crisis Development ModelSM

<p>Student Behaviors</p> <ol style="list-style-type: none"> 1. Anxiety 2. Defensive 3. Acting-Out Person 4. Tension Reduction 	<p>Staff Responses</p> <ol style="list-style-type: none"> 1. Supportive 2. Directive 3. <i>Nonviolent Physical Crisis InterventionSM</i> 4. Therapeutic Rapport
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The CPI Crisis Development ModelSM and Positive Behavior Support

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Acting-Out Person	3. <i>Nonviolent Physical Crisis InterventionSM</i>
4. Tension Reduction	4. Therapeutic Rapport

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Nonviolent Crisis Intervention[®] Training

<ul style="list-style-type: none"> • The Integrated Experience • Supportive Responses to Anxiety • Personal Space and Body Language • Paraverbal Communication • Empathic Listening • Precipitating Factors • Rational Detachment • Postvention 	<ul style="list-style-type: none"> • Staff Fear and Anxiety • <i>Personal Safety TechniquesSM</i> • Team Intervention • <i>Nonviolent Physical Crisis InterventionSM</i> • Postvention
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<ul style="list-style-type: none"> • Precipitating Factors and Rational Detachment • <i>Verbal Escalation ContinuumSM</i> • Keys to Setting Limits
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Nonviolent Crisis Intervention® Training Universal Strategies



- Awareness of the "Integrated Experience"
- Supportive Responses to Anxiety
- Personal Space and Body Language
- Paraverbal Communication
- Empathic Listening
- Precipitating Factors
- Rational Detachment
- Postvention

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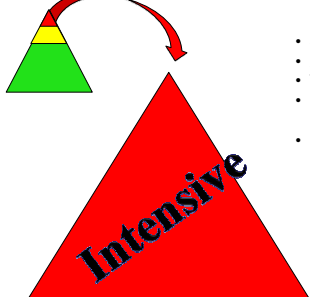
Nonviolent Crisis Intervention® Training Universal Strategies



- Precipitating Factors and Rational Detachment
- *Verbal Escalation Continuum*SM
- Keys to Setting Limits
- Postvention

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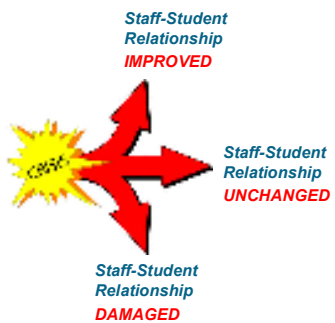
Nonviolent Crisis Intervention® Training Universal Strategies



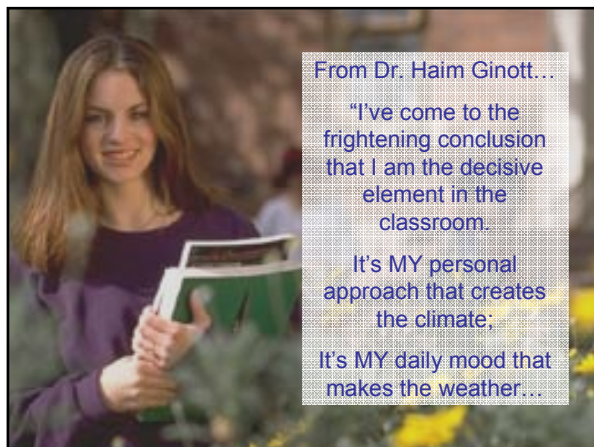
- Staff Fear and Anxiety
- *Personal Safety Techniques*SM
- Team Intervention
- *Nonviolent Physical Crisis Intervention*SM
- Postvention

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Three Possible Outcomes of a Crisis

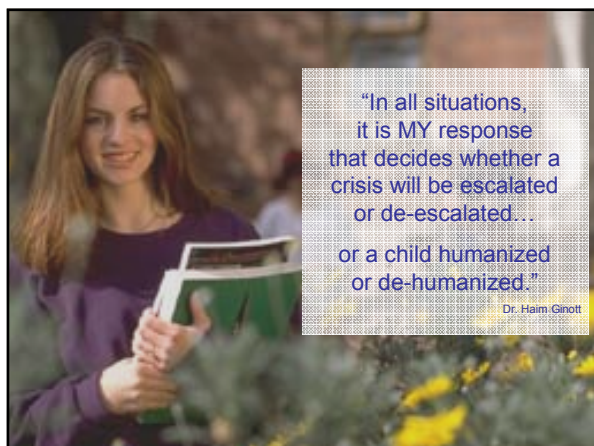


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From Dr. Haim Ginott...

"I've come to the frightening conclusion that I am the decisive element in the classroom. It's MY personal approach that creates the climate; It's MY daily mood that makes the weather..."



"In all situations, it is MY response that decides whether a crisis will be escalated or de-escalated... or a child humanized or de-humanized."

Dr. Haim Ginott



Again... It's about what the adults will do differently!



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Where Do We Go From Here?

Putting *Nonviolent Crisis Intervention*[®] training on the PBS triangle

- data
- data
- data



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Hypothesis

Full staff training in *Nonviolent Crisis Intervention*[®] strategies within a PBS school will result in a statistically significant reduction in the use of physical restraint and office discipline referrals as compared with schools just training in *Nonviolent Crisis Intervention*[®] strategies or in schools just implementing PBS.



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How Will We Test the Hypothesis?

Data will show:

- Reduction in restraint and seclusion
- Reduction in office discipline referrals
- Reduction in suspension and expulsion
- Improved attendance
- Increased staff confidence and competence in preventing and addressing challenging behavior
- What else?



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What else can we do to evaluate the impact of *Nonviolent Crisis Intervention*® training in a PBS School?



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Thank You!

Richard Boltax, University of Vermont
richard.boltax@state.vt.us
<http://education.vermont.gov/>
<http://www.pbsvermont.com/>

Sherry Shoenberg University of Vermont Center on Disability and Community Inclusion
sherscho@sover.net

Susan Keith, Crisis Prevention Institute, Inc.
skeith@crisisprevention.com



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