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.

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...
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.

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.

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.
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 Model®

<table>
<thead>
<tr>
<th>Student Behaviors</th>
<th>Staff Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anxiety</td>
<td>1. Supportive</td>
</tr>
<tr>
<td>2. Defensive</td>
<td>2. Directive</td>
</tr>
<tr>
<td>3. Acting-Out Person</td>
<td>3. Nonviolent Physical Crisis Intervention®</td>
</tr>
<tr>
<td>4. Tension Reduction</td>
<td>4. Therapeutic Rapport</td>
</tr>
</tbody>
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The CPI Crisis Development Model® and Positive Behavior Support

Functional Behavioral Assessment

Nonviolent Crisis Intervention® Training

- The Integrated Experience
- Supportive Responses to Anxiety
- Personal Space and Body Language
- Verbal and Nonverbal Communication
- Empathic Listening
- Precipitating Factors
- Rational Detachment
- Postvention

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

- Precipitating Factors and Rational Detachment
- Verbal Escalation Continuum®
- Span of Setting Limits
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

Nonviolent Crisis Intervention®
Training Universal Strategies

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

Nonviolent Crisis Intervention®
Training Universal Strategies

- Staff Fear and Anxiety
- Personal Safety Techniques®
- Team Intervention
- Nonviolent Physical Crisis Intervention®
- Postvention
Three Possible Outcomes of a Crisis

Staff-Student Relationship

IMPROVED

Staff-Student Relationship

UNCHANGED

Staff-Student Relationship

DAMAGED

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!

Where Do We Go From Here?

Putting Nonviolent Crisis Intervention® training on the PBS triangle

• data  
• data  
• data

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.
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?

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

Thank You!

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