**Goal of this presentation**-

- To be able to compare and contrast available crisis training programs in order to better enable administrators and educators to select a crisis intervention program that best meets their specific needs.

*Slides & resources available:*

http://k12engagement.unl.edu/study-crisis-intervention-training-programs

### Definitions

#### 3 Types of Timeout - Only one of these is Seclusion

- **Inclusion Timeout**
  - Inside the classroom
- **Exclusion Timeout**
  - Outside the classroom
- **Seclusion**
  - Involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

#### 3 Types of Restraint Procedures

- **Mechanical Restraint**
  - Use of any device that is used to limit an individual’s freedom of movement.
- **Chemical Restraint**
  - Use of medication to control behavior or restrict a patient’s freedom of movement.
- **Physical Restraint**
  - Use of one or more persons using their bodies to restrict another’s movement.

#### Types of Restraint Procedures

- Supine restraints
- Prone restraints
- Basket hold restraints
- Physical escorts
- Others

These images are for illustration. They may or may not represent good practice. Most training programs which continue to use prone or supine restraint have adjusted holds to increase their safety.

---

**Over 70,000 students subjected to physical restraint**

- Over 37,000 students subject to seclusion.
- Nevada (96%), Florida (95%), and Wyoming (93%) reported the highest percentages of physically restrained students with disabilities.
- Nearly 4,000 IDEA students subject to mechanical restraint.
Two previous studies of the content of crisis intervention programs

- Farrell and Cubit (2005) covered content of training for aggression management training programs intended for nurses and others in mental health settings.
- Farrell and Cubit compared and contrasted how 28 programs train diverse components, such as, levels of risk, communication, physical restraint, seclusion, de-escalation, etc.
- They concluded most programs included information on personal safety for staff and clients, and recommended refresher courses. However they did not discuss psychological costs. Only 7 trained restraint, and only 1 discussed the risks of restraint.

- Couvillon, Peterson, Ryan, Scheuermann, and Litgel (2010), surveyed similar content topics for training delivered to schools.
- The study found that the average range basic training length was 12 to 16 hours, but varied greatly, and varied based on level of training.
- They also found substantial variation in the emphasis put on major topics of training (e.g., conflict de-escalation versus restraint procedures).

Two previous studies of the content of crisis intervention programs

- Need for Couvillon et al. (2010) Update In context of:
  - Policy changes
  - Increased safety concerns
  - To also address seclusion
  - Highlight major similarities and differences
  - Address lack of consensus for content & focus
  - Aid consumers on purchasing decisions

Of students subjected to restraint, 75% were students with a disability.
Office of Civil Rights 2014 Report

Of students subjected to seclusion 58% were students with a disability.
Office of Civil Rights 2014 Report

STRONG ADVOCACY CONTINUES!

H.R. 927
The Keeping All Students Safe Act
The bill in the House has been re-introduced; no action and none likely.

Some states - policy activity.
Massachusetts, Virginia & Washington, Nebraska – recent examples

ESSA - Every Student Succeeds Act
"(1) DESCRIPTIONS.—Each State plan shall describe— (C) how the State educational agency will support local educational agencies receiving assistance under this part to improve school conditions for student learning, including through reducing— (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety;" p. 41-42 of pdf

Parents ask why runaway who died wasn't stopped

How Safe Is The Schoolhouse
The Present Study

Questionnaire

- The Couvillon, et al. questionnaire was obtained, expanded and organized into 10 content sections or topics.
- Questions were refined with a mix of both closed and open ended responses.
- When completed it included 99 questions.
- Options created for electronic (Qualtrics) or hard copy or telephone interview completion.

When completed the data was sent back to the vendor for verification.

Training Vendors

- Effort to identify all current training vendors providing training to schools through Internet searches and nominations.
- Only those providing training on restraints were included.
- 32 Initially identified, but 7 were no longer in business.
- Of the remaining 25, 6 declined or did not respond, two did not complete the questionnaire.
- Result was data from 17 vendors - 68% of total.

Owner or lead trainer was contacted and asked to complete the questionnaire.

Allocation of resources across general topics

<table>
<thead>
<tr>
<th>Training Program Name</th>
<th>Organization Name</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calm Every Storm, Crisis Intervention Training</td>
<td>Crisis Consultant Group, LLC</td>
<td>crisisconsultantgroup.com</td>
</tr>
<tr>
<td>Management of Aggressive Behavior (MAB)</td>
<td>MAB Training International, Inc.</td>
<td>mabtraining.com</td>
</tr>
<tr>
<td>Nonviolent Crisis Intervention Program</td>
<td>Crisis Prevention Institute</td>
<td>crisisprevention.com</td>
</tr>
<tr>
<td>Oregon Intervention System (OIS)</td>
<td>Alternative Service, Inc. - Oregon</td>
<td>als.org</td>
</tr>
<tr>
<td>PMT</td>
<td>PMT Associates, Inc.</td>
<td>pmtassociates.net</td>
</tr>
<tr>
<td>Pre-ACT</td>
<td>Pre-ACT, Inc.</td>
<td>preacting.com</td>
</tr>
<tr>
<td>Professional Crisis Management</td>
<td>Professional Crisis Management Association</td>
<td>pcma.com</td>
</tr>
<tr>
<td>Responsive Education</td>
<td>Responsive Education Training Program LLC</td>
<td>respondentraining.com</td>
</tr>
<tr>
<td>Right Response</td>
<td>Service Alternatives Training Institute</td>
<td>rightresponse.com</td>
</tr>
<tr>
<td>Safe and Positive Approach</td>
<td>4-Diversity</td>
<td>4d.org</td>
</tr>
<tr>
<td>Safe Crisis Management</td>
<td>JMN Training Incorporated</td>
<td>jmnteaching.com</td>
</tr>
<tr>
<td>Safe Prevention Principles and Techniques</td>
<td>JMN Training and Consulting LLC</td>
<td>jmncounseling.com</td>
</tr>
<tr>
<td>SafetyCare</td>
<td>QBS, Inc.</td>
<td>qbscompanies.com</td>
</tr>
<tr>
<td>Skillful Alternatives to Managing Aggression (SAMM)</td>
<td>Skillful Learning Designs, Inc.</td>
<td>skillfullearning.com</td>
</tr>
<tr>
<td>The Mandt System</td>
<td>The Mandt System, Inc</td>
<td>mandtsystem.com</td>
</tr>
<tr>
<td>Therapeutic Aggression Control Techniques (TACT2)</td>
<td>SBP Consulting, Inc</td>
<td>tact2.com</td>
</tr>
<tr>
<td>Therapeutic Crisis Intervention (TCI)</td>
<td>Residential Child Care Project, Cornell Univ.</td>
<td>rccp.cornell.edu/tcimainpage.html</td>
</tr>
</tbody>
</table>

The Present Study

Training content by 8 global components*

- General information and definitions
- Dangers and Risks
- Crisis De-escalation procedures
- Restraint procedures
- Procedures for monitoring
- Debriefing and follow up
- Seclusion
- Other topic areas

* Interpretations may vary based on differing terminology or understandings; use only for gross comparisons

Average Allocation Across Training Programs

Pie charts of all of the vendor training programs are provided to illustrate variations in time allocations across all eight topics. We pick a few as examples in discussing content topics.

Selected topics to discuss today:

- Seclusion and Other
- Crisis De-escalation procedures
- Restraint procedures
- Monitoring procedures
- De-briefing procedures
“Other” Topics
- Component interpretations vary
- Account for unique training aspects
- Many adaptations, extensions, or combinations of other components
- Topics included: protection techniques, incident prevention, mental health, trauma, relationships, leverage, and deflection and release techniques, etc.

Seclusion
- Most training programs don’t include components on seclusion
  - Only 8 discuss & 4 train
- When included in basic training, no program spent more than 5% of overall time on seclusion; range 1-6%
- When comparing allocations of time this may explain some variation.

Satori Alternatives to Managing Aggression
- General Information/Definitions 1%
- Dangers & Risks 2%
- Seclusion 0%
- Crisis De-escalation 40%
- Debriefing & Follow-up 1%
- Monitoring Procedures 1%
- Restraint Procedures 20%

Safety-Care
- General Information/Definitions 5%
- Dangers & Risks 5%
- Seclusion 0%
- Crisis De-escalation 25%
- Debriefing & Follow-up 5%
- Monitoring Procedures 5%
- Restraint Procedures 20%

Crisis De-escalation Procedures
- On average, biggest emphasis across programs
- 2/3 of the programs spend the most time on crisis de-escalation
  - Recognize signs of agitation
  - Identify and manage antecedents
  - Assess contributing factors

The Mandt System
- General Information/Definitions 7%
- Dangers & Risks 5%
- Seclusion 1%
- Debriefing & Follow-up 7%
- Monitoring Procedures 7%
- Restraint Procedures 12%

Management of Aggressive Behavior (MOAB)
- General Information/Definitions 20%
- Dangers & Risks 15%
- Seclusion 5%
- Other 5%
- Crisis De-escalation 20%
- Monitoring Procedures 10%
- Restraint Procedures 20%
Types of Restraint Procedures

- Due to heightened risk, it takes a certain amount of time to teach physical holds adequately
- Programs moving towards using “holds” versus “restraint” for political correctness
- Programs coin terms and have special names for holds, spend time teaching this terminology
- Some populations may need more focus on restraint
- Many programs have moved away from prone (face down) or supine (face up) holds

These images are for illustration. They may or may not represent good practice. Most programs which continue to use types of prone or supine restraints have adjusted these to increase their safety.

![Illustration of Supine and Prone Positions](Image)

Training Related to Restraint Procedures

- The % of overall time allocated to training on holds ranged from 8% to 50%
- Most programs dedicate between 12% - 25% of their time to restraint procedures; the mean was 21%
- The number of different types of holds trained ranged from 2 to 27

Specific Types of Holds:
- 4 of the 17 programs trained basket holds, 23.5%
- 8 of the 17 programs trained prone restraint, 47%
- 9 of the 17 programs trained supine holds, 53%

Restraint Procedures Taught

<table>
<thead>
<tr>
<th>Training Program Name</th>
<th>Types of Restraint (#)</th>
<th>Physical Escorts</th>
<th>Basket Hold Restraint</th>
<th>Prone Floor Restraint</th>
<th>Supine Floor Restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calm Every Storm</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>MOAB</td>
<td>20</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Nonviolent Crisis Intervention program</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>OIS</td>
<td>10</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PMT</td>
<td>6</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pro-ACT</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Professional Crisis Management</td>
<td>10</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>RIGHT RESPONSE</td>
<td>27</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Safe &amp; Positive Approaches</td>
<td>12</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Safe Crisis Management</td>
<td>8</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The Mandt System</td>
<td>4</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TACT2</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Therapeutic Crisis Intervention</td>
<td>5</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Training Related to Restraint Procedures:

<table>
<thead>
<tr>
<th>Training Program Name</th>
<th>Types of Restraint (#)</th>
<th>Physical Escorts</th>
<th>Basket Hold Restraint</th>
<th>Prone Floor Restraint</th>
<th>Supine Floor Restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calm Every Storm</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>MOAB</td>
<td>20</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Nonviolent Crisis Intervention program</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>OIS</td>
<td>10</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PMT</td>
<td>6</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pro-ACT</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Professional Crisis Management</td>
<td>10</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>RIGHT RESPONSE</td>
<td>27</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Safe &amp; Positive Approaches</td>
<td>12</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Safe Crisis Management</td>
<td>8</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The Mandt System</td>
<td>4</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TACT2</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Therapeutic Crisis Intervention</td>
<td>5</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Professional Crisis Management

- Debriefing & Follow-up 5%
- General Information/Definitions 10%
- Dangers & Risks 5%
- Monitoring Procedures 0%
- Crisis De-escalation 30%
- Seclusion 0%

Nonviolent Crisis Intervention

- Debriefing & Follow-up 10%
- General Information/Definitions 20%
- Dangers & Risks 5%
- Monitoring Procedures 5
- Restraint Procedures 25
- Crisis De-escalation 35

Pro-ACT

- Debriefing & Follow-up 3%
- General Information/Definitions 10%
- Dangers & Risks 4%
- Monitoring Procedures 8%
- Restraint Procedures 8%
- Crisis De-escalation 60%
Monitoring
- All teach techniques for monitoring a student’s physical and emotional state
- All instruct how to identify signs of physical distress.
- Crucial to actively monitor the breathing rates of students placed in a restraint
- 14 programs actively teach participants to monitor breathing rate
- On average, relatively less time is spent on monitoring

Management of Aggressive Behavior (MOAB)

De-Briefing
- Physical restraint procedures can result in emotional distress for all involved
- Majority of the programs teach participants how to debrief or follow up
- May include: assessing emotional state, problem solving, & documentation

Therapeutic Aggression Control Techniques (TACT-2)

Safe Prevention Principles & Techniques

Oregon Intervention System (OIS)
Certification/lengths of training

- All certify
- Certification takes on 18 hours on average for basic training; range = 12 – 28
- Re-certification or annual update; on average 7 hours; range = 3 – 20 hours
- Training of trainer; varied requirements
  - Related experience
  - Career in related field
  - Related degree, etc.

Conclusions

- Reminder that these are gross estimates & may be more complicated than they appear
- Training is evolving and will continue to evolve
- Policy is impacting training
- General movement away from more extreme holds or ones that have caused most danger (e.g. use of prone & supine have decreased)
- Larger programs accommodate/alter their content for different populations/audience/organizations
- A lot of the training is pretty similar but with different names - Matter of terminology – coining terms and time is spent learning those words, and also political correctness terminology (now using holds)

A Consumers Guide:

- Identify your purpose
- Identify target personnel for training
- Identify population & setting of clients/students serving
- Identify length of time required for certification for that vendor
- Choose a training program based on the emphases which meets your needs
- We did not examine or compare costs
- Consider whether special tailoring is desired (add components on seclusion, etc.)
- Consider whether a trainer of trainer model is appropriate
- Consider whether you need just non-physical training

QUESTIONS? DISCUSSION?

http://k12engagement.unl.edu/study-crisis-intervention-training-programs

Research Collaborators

- Elisabeth Kane
  University of Nebraska-Lincoln
  elisabeth.kane@gmail.com
- Reece L. Peterson, Ph.D.
  University of Nebraska-Lincoln
  rpeterson1@unl.edu
- Joseph M. Ryan, Ph.D.
  Clemson University
- Michael Couvillon, Ph.D.
  Drake University
- Brenda Schuermann, Ph.D.
  Texas State University, San Marcos
- James Hogan
  University of Washington

Calm Every Storm

PMT
The End

Slides and pie charts for 17 training programs are available at: http://k12engagement.unl.edu/study-crisis-intervention-training-programs