6 Key Components for Reducing ESI

1. **Leadership Oversight**
   - Review and communicate policy statement to include assurance of safety for all by using ESI as a last resort and a commitment to the reduction of ESI
   - Develop, analyze, and communicate data on Goals to Reduce ESI
   - Implement, monitor, and communicate Treatment Integrity Forms
     - Teacher Treatment Integrity Form
     - Direct Care Staff Treatment Integrity Form
     - Trauma-Informed Care practices
   - Prevention plan on Analysis of Debriefing Form includes performance development training as needed
     - Include families in performance development training as indicated in IEP
   - Develop, communicate, and monitor Staff Recognition Plan
   - Monitor the completion of the Debriefing Form
   - Facilitate the Analysis of Debriefing Form and monitor implementation of the changes to future procedures
   - Implement, communicate, and monitor Oversight Plan
   - Develop, monitor, and communicate Action Plan for reducing ESI
2. **Use Data to Inform Practice**
   - Gather baseline of goal to reduce ESI
   - Track, graph, analyze, post, and recognize the progress of the goals
3. **Performance Development**
   - Organize a Performance Development Team to provide new hire and ongoing training (ie: monthly)
   - Allow staff input on performance development training
   - New Hire and Ongoing Training Includes:
     - Behavior Skills Training (BST) to guide direct care staff
     - Debriefing procedures
     - ESI laws and regulations
     - ESI Oversight Plan
     - ESI Prevention Supports (see below)
     - ESI Treatment Integrity Forms (see above)
     - Neurobiological effects of trauma and student diagnoses
     - Restraint and seclusion procedures (ie: CPI)
     - Staff Recognition Plan for ESI Reduction
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4. **Use ESI Prevention Supports**
   - Behavioral Supports:
     - 5:1 Ratio of positive to negative staff to student interaction
     - Behavior momentum
     - Choice-Making strategies
     - Comfort or Calming Area
     - Debrief after each crisis incident
     - De-escalation model and strategies
     - Extinction for off-task behaviors
     - Modification of antecedent interventions
     - Pairing
     - Pre-corrections
     - Safety plan for trauma triggers
     - Schedule of reinforcement
     - Staff self-care and self-regulation strategies
   - Instructional Supports:
     - Active student engagement
     - Active supervision
     - Embed Social Emotional Learning throughout the day
     - Errorless teaching procedures (you will need to create a log in on Moodle)
     - Evidence-based academic, social, recreational, and transition activities
     - Fast-paced instruction with little down time (9 Effective Teaching Procedures)
     - Intersperse easy and difficult demands at 80/20 ratio
     - Mix and vary type and presentation of instruction tasks and demands
     - Prompting procedures
     - Opportunities to respond
     - Teach skills to fluency not just mastery
     - Train staff on academic and behavioral interventions using BST model
   - Environmental Supports:
     - Class and student schedules
     - Established and defined rules & routines
     - Organization of instructional materials (includes providing materials to support staff prior to lesson starting)
     - Physical and visual structure of the classroom
     - Transition cue between activities
5. **Student and Family Engagement**
   - Provide choice-making opportunities throughout the school day
   - Provide documentation to parents regarding each crisis incident
   - Provide evidence-based activities to increase capabilities to their full potential
   - Provide an opportunity to debrief with the student after each crisis
   - Provide opportunities for committee representation
   - Provide opportunities for families to complete satisfaction surveys

- ○ Provide transition opportunities within the school setting
6. **Use of Debriefing Techniques**
   - ○ Implement after EACH crisis behavior
   - ○ The purpose is to prevent future ESIs and prevent trauma to staff and students
   - ○ Includes:
     - ■ Immediate post-event discussion with the student and staff:
       - ● Ensure all parties are safe and calm
       - ● Get facts from all parties involved
       - ● Determine classroom re-entry procedures
       - ● Complete Debriefing Form
     - ■ Communication of ESI to the executive team member(s) by the on-site supervisor
       - ● Purpose of Communication:
         - ○ Informs of working conditions
         - ○ Informs of needed support
         - ○ Informs of needed performance development
     - ■ Analysis of Debriefing Form with the crisis team
       - ● Completed within 1-2 days after the ESI
       - ● Includes student or student designee, parent or guardian, staff involved, on-site supervisor, executive team member, medical staff/nurse, and behavioral support staff
       - ● Use Root Cause Analysis (RCA) tools to determine:
         - ○ What went wrong?
         - ○ What knowledge was unknown or missed?
         - ○ How could we have responded differently?
         - ○ How to avoid the crisis in the future?
       - ● Communicate the need for particular staff training to the Performance Development Team based on analysis of the Debriefing Form

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