

## **NSSEO Physical Restraint, Time Out, Isolated Time Out (RTO) Reduction Plan**

### **RTO Oversight Team:**

The NSSEO RTO Oversight Team consists of 19 members representing the Kirk, Miner, Timber Ridge, and D/HH programs within NSSEO. The team membership includes the Superintendent, the Assistant Superintendent for Educational Services, Principals, Assistant Principals, BCBAs, an Instructional Coach, a Psychologist, Social Workers, Teachers, and Education Support Personnel (ESPs/paraprofessionals). The team met six times during the Spring of 2022 to:

- clarify our values and desired outcomes surrounding the use of RTO within NSSEO programs,
- establish indicators of success against which we will evaluate our efforts,
- review disaggregated district- and program-level RTO data to identify aspects of our existing system/culture that are successfully supporting our desired outcomes and areas for continued improvement, and
- outline action plans for the remainder of the 2021-22 school year as well as a longer-term plan for 2022-23 and beyond to thoughtfully guide a reduced use of physical restraint, time out, and isolated time out within our programs.

### **Values and Desired Outcomes:**

As an organization, NSSEO is dedicated to providing a safe and supportive learning environment for all students while also effectively supporting students within our programs who may present an imminent danger of serious physical harm to the student or others. To accomplish these goals, we are committed to:

1. using trauma-informed and equitable practices for all students,
2. embedding use of proactive, therapeutic SEL and behavioral supports for students across all environments to reduce the instances in which RTO is needed to ensure the safety of a student or others, and
3. utilizing RTO practices as a last resort, only after less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of physical harm.

The specific action steps outlined in the remainder of this plan articulate the strategies we will use to accomplish these simultaneous goals.

### **Indicators of Success:**

The NSSEO RTO Oversight Committee grounded its work in a reflection on the disaggregated district- and school-level RTO data from the past 4 school years (2018-19, 2019-20, 2020-21, and 2021-22). The committee reviewed the weekly average number of RTO incidents, the yearly total number of unique students for whom RTO was a necessary intervention, as well as

the yearly average number of students who experienced 5+ instances of RTO within a 30-day period.

Across all measures, NSSEO programs have demonstrated reductions in the use of RTO over the past 4 years. In addition to the ISBE suggested data points, the NSSEO RTO Oversight Team identified supplementary measures of success aligned to our Continuous Improvement Plan (CIP) and other data sources that will assist us in understanding our progress and needed next steps.

The Oversight Team identified the following data sources and indicators of success against which we will evaluate our progress over time.

Overall/global student indicators:

1. Percent of SEL and behavioral IEP goals for which students are meeting or exceeding IEP growth targets - **NSSEO Continuous Improvement Plan dashboard indicator**
2. Reduction year-to-year in the overall number of incidents of RTO (weekly averages) - **ISBE indicator**
3. Reduction year-to-year in the number (and/or percentage) of students for whom RTO is utilized - **ISBE indicator**

Individual/targeted student indicators:

4. By June 2023, we will achieve a 25% reduction in the use of RTO for students experiencing 5+ instances in a 30-day period as compared to a baseline established during the 2021-2022 school year - **ISBE indicator**
5. Qualitative evaluation of patterns of individual student need over time (i.e., is it the same or new students, number of incidents per student each year, etc.)

Staff training and systemic indicators:

6. Percent completion of key activities across the CASEL Focus Areas for essential district actions for high quality, systemic SEL implementation - **NSSEO Continuous Improvement Plan dashboard indicator**
7. Number of program-based professional learning events and coaching cycles aligned to SEL, FBA-BIP, and/or Trauma Informed Practices - **NSSEO Continuous Improvement Plan dashboard indicator**
8. Increased staff reported feelings of safety, confidence, and efficacy in handling crisis situations
9. Reduction in the number of staff injuries/days of work missed due to injury

### **Action Planning:**

The RTO Oversight Team reflected on the existing behavioral supports and interventions, district initiatives, and professional development that have contributed to our ongoing successes in reducing the use of RTO. Based on that reflection, the team outlined plans for maintaining those initiatives/supports as well as action items for improving and supplementing those strategies and practices over time to continue to make progress toward the reduction and potential eventual elimination of physical restraint, time out, and isolated time out interventions within NSSEO programs. Additionally, the action plan below is designed to continue to support

a vision for cultural change across NSSEO programs that reinforces our shared values and desired outcomes related to the use of RTO (described above).

**A) Explain how the entity plans to adopt and utilize positive behavioral interventions and support rather than physical restraint, time out, and isolated time out**

Social Emotional Learning and the use of positive behavioral interventions and supports are a longstanding priority for NSSEO. The NSSEO Continuous Improvement Plan (CIP) outlines specific objectives and strategies for each school year to continue to expand and refine SEL support for students and adults in acquiring and applying the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. The action steps below align directly to the NSSEO CIP.

Existing Strategies and Practices	Successes during 2021-22 school year
<p>Adoption and use of SEL curricular materials including anti-bullying units</p> <p>Ongoing PBIS supports and committee work within each NSSEO program</p>	<p>Launch of the district-wide SEL committee work aligned to the CASEL framework of SEL competencies</p> <p>Expanded professional learning and coaching opportunities for staff around trauma informed practices (TIP), FBA-BIP, SEL, and response to student crisis within our schools and programs</p> <p>Interception training and awareness for staff</p> <p>Incorporation of increased proactive and sensory breaks in student schedules</p> <p>Increased therapeutic supports including Dialectical Behavior Therapy and brain regulation training</p> <p>Essentials for Instruction training series focused on establishing a positive classroom environment that proactively supports student engagement and regulation</p>

Action Item(s)	Steps to Complete Action Item(s)	Timeline	Responsible Party
<p>Continue district- and school-level SEL committee work aligned to the CASEL framework for SEL competencies</p>	<p>Ongoing committee meetings to work through planning and implementation in additional CASEL focus areas</p>	<p>Ongoing through the 22-23 school year</p>	<p>CIP Goal Leaders, SEL Committee members, Principals</p>

Continue and further expand professional learning and coaching for staff focused on TIP, positive behavioral interventions, and SEL	Develop aligned professional learning plans and calendars for each program	Ongoing	CIP Goal Leaders, Principals, Coaches
	Monitor and reflect on staff engagement and reflections on learning as a result of professional learning and coaching	Quarterly reflections	Principals, Coaches
Establish an NSSEO working group to provide guidance and training for effective, efficient FBA-BIP development across NSSEO programs including a focus on individualized proactive behavioral supports and strategies	Establish working group and schedule of meetings	Fall 2022	CIP Goal Leaders
	Develop and provide ongoing program-based training and coaching focused on conducting FBAs and implementing BIPs	Winter-Spring 2022-23	CIP Goal Leaders, Principals, Coaches
	Systematically review behavioral data at the student-, school-, and district-level to guide additional training and interventions	Ongoing through 22-23 school year	CIP Goal Leaders, Leadership Team, PBIS teams, IEP teams

**B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out**

NSSEO staff are trained in de-escalation strategies and techniques for safe, non-restrictive interventions using Crisis Prevention Institute training (NVCi) as well as verbal and nonverbal communication to diffuse escalating or aggressive behaviors through Ukeru training. NSSEO’s combined use of these approaches is focused on de-escalation and other proactive, preventative strategies to avoid the use of RTO.

Existing Strategies and Practices	Successes during 2021-22 school year
8+ hours of yearly training for all staff in NVCi/CPI including crisis de-escalation	Adoption and use of Ukeru across programs <ul style="list-style-type: none"> <li>- Initial training for all staff in Fall 2021</li> <li>- Monthly skills practice sessions</li> <li>- Targeted role playing and problem-solving at the classroom level</li> </ul> Behavioral training series for ESPs Increased structures within programs for

	behavioral problem-solving and collaboration across disciplines  Increased staff training and coaching focused on strategies to support individual student needs
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Action Item	Steps to Complete Action Item	Timeline	Responsible Party
Expand the number of NVCI and Ukeru trainers across NSSEO	Identify and train additional staff trainers within each program	Summer-Fall 2022	Principals, Director of Professional Learning
	Develop a schedule for initial and re-certification NVCI and Ukeru trainings	Summer 2022	Principals
	Utilize program-based trainers for ongoing skills practice and problem-solving	Fall 2022 - ongoing	Principals, NVCI/Ukeru trainers
Provide training in expanded de-escalation strategies and approaches for all NSSEO staff	NVCI/Ukeru trainers meet to develop expanded training materials that combine strategies from NVCI, Ukeru, and other sources	Summer - Fall 2022	NVCI/Ukeru trainers
	Incorporate review of the use of de-escalation strategies in debriefing procedures and protocols	Fall 2022 - ongoing	Debriefing teams

**C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out**

NSSEO incorporated Ukeru into our crisis intervention techniques starting in the 2021-22 school year as an alternative to physical restraint, time out, and isolated time out. Ukeru is a trauma-informed crisis intervention approach that utilizes verbal and nonverbal communication to divert an aggressive individual, physical release techniques that keep both client and caregiver safe, physical redirection to avoid injury and self-harm, as well as soft, cushioned blocking tools as an alternative to RTO.

Existing Strategies and Practices	Successes during 2021-22 school year
8+ hours of training for all staff in NVCI/CPI, crisis de-escalation, restorative practices, trauma-informed practices, and behavioral management practices	<p>Adoption and use of Ukeru across programs</p> <ul style="list-style-type: none"> <li>- Initial training for all staff in Fall 2021</li> <li>- Monthly skills practice sessions</li> <li>- Targeted role playing and problem-solving at the classroom level</li> </ul> <p>Established a cultural change related to the use of RTO</p> <ul style="list-style-type: none"> <li>- Increased proficiency with de-escalation strategies including “waiting it out”</li> <li>- Clear definitions of imminent danger and focus on reducing over-response</li> <li>- Emphasis on RTO as a last resort</li> </ul>

Action Item	Steps to Complete Action Item	Timeline	Responsible Party
Continue exploring and problem-solving safe and effective use of Ukeru with older students	<p>Consult with Ukeru representatives for additional training and problem solving</p> <p>Implement expanded Ukeru training and ongoing skills practice with all staff</p>	<p>Summer-Fall 2022</p> <p>Fall 2022 - ongoing</p>	<p>Kirk Leadership</p> <p>NVCI/Ukeru trainers</p>
Expand the number of NVCI and Ukeru trainers across NSSEO	<p>Identify and train additional staff trainers within each program</p> <p>Develop a schedule for initial and re-certification NVCI and Ukeru trainings</p> <p>Utilize program-based trainers for ongoing skills practice and problem-solving</p>	<p>Summer-Fall 2022</p> <p>Summer 2022</p> <p>Fall 2022 - ongoing</p>	<p>Principals, Director of Professional Learning</p> <p>Principals</p> <p>Principals, NVCI/Ukeru trainers</p>
Establish revised training materials and documentation that describes how NVCI and Ukeru are combined,	<p>Reflect on how Ukeru was successfully incorporated during the 21-22 school year</p> <p>Create revised</p>	<p>Summer 2022</p> <p>Summer 2022</p>	<p>NVCI/Ukeru trainers</p> <p>NVCI/Ukeru trainers</p>

incorporated into each program's crisis intervention techniques, and aligned to the ISBE guidance for use of RTO	materials reflecting the combination of Ukeru and NVCI		
	Incorporate updated ISBE guidance and FAQs into revised training materials	Summer 2022	Principals, NVCI/Ukeru trainers
	Incorporate overview of NSSEO RTO reduction plan values, outcomes, and action plans into revised training materials	Summer 2022	Principals, RTO Oversight Team representatives
	Provide RTO guidance/plan updates and training for all NSSEO staff	Fall 2022 - ongoing	Principals, NVCI/Ukeru trainers

**D) Describe the entity's plan to utilize debriefing meetings to reassess what occurred and why it occurred and to think through ways to prevent use of intervention the next time**

Debriefing is a high-leverage strategy that will directly support NSSEO's desired outcomes related to the use of RTO. The consistent use of debriefing meetings to reflect on RTO events will meet many purposes including, but not limited to:

- Providing opportunities to review and improve the use of de-escalation strategies and protocols for specific student situations (item B above),
- Providing opportunities for review of the use of Ukeru and other alternatives to RTO (item C above),
- Providing ongoing opportunities for adjustments to individual student plans (item F below),
- Identifying any needs for additional problem-solving and/or training for staff, and
- Supporting staff safety, confidence, and efficacy in handling crisis situations.

Existing Strategies and Practices	Successes during 2021-22 school year
Debriefing practices aligned to COPING model through NVCI	<p>RTO Oversight Team created and enacted action plans to improve frequency and impact of debriefing within each program</p> <ul style="list-style-type: none"> <li>- Allocation of additional time and funds for debriefing</li> <li>- Creation of individual plans for Tier 3 students</li> </ul> <p>Incorporation of mindfulness training and</p>

	supports for staff mental health and resilience
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Action Item	Steps to Complete Action Item	Timeline	Responsible Party
Continue implementation of plans to improve frequency and impact of debriefing within each program	Problem-solve logistics for staff availability and timing of debriefing meetings within each program	Spring 2022	RTO Oversight Team
	Update and utilize checklists, protocols, and forms to guide debriefing meetings	Summer - Fall 2022	Principals, NVCII/Ukeru trainers, RTO Oversight Team
	Retrain staff in debriefing procedures and expectations including de-escalation, alternatives to RTO (item C above), and individualized student planning	Fall 2022	Principals, NVCII/Ukeru trainers
	Monitor implementation and impact of debriefing across programs and make adjustments as needed	Fall 2022 - ongoing	RTO Oversight Team

**E) Include action step(s) that describe procedures to ensure that appropriate school personnel are fully informed of the student’s history, including any history of physical or sexual abuse, and other relevant medical mental health information. Such disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.**

Action Item	Steps to Complete Action Item	Timeline	Responsible Party
Develop and implement a plan and procedures to ensure appropriate school personnel are fully informed of relevant factors for individual	Administration, nurses, and therapists (psychologists and social workers) within each program will collaborate with	August 2022	Administrators, Nurses, Therapists

students	<p>classroom and IEP teams to share relevant information for individual students on caseloads</p> <p>Training for all staff on general guidelines for trauma-informed approaches to behavioral support and RTO (Ukeru and other)</p>	Fall 2022 - ongoing	NVCI/Ukeru trainers
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**F) Identify steps to develop individualized student plans as required by PA 102-0339. Plans should be separate and apart from a student IEP or 504 plan.**

Teams within each NSSEO program will take the following steps to develop individualized student plans that are oriented toward the prevention of the use of physical restraint, time out, and isolated time out, with the intent of the plan to be separate from a child’s IEP or 504 Plan. Individualized student plans will be developed and documented as a part of the debriefing meeting and/or during the restraint review meeting(s) with parents and teams.

Action Item	Steps to Complete Action Item	Timeline	Responsible Party
Program-based debriefing teams will establish forms and procedures for individualized student planning for students with multiple instances of RTO	Establish consistent format for student plans	Summer 2022	RTO Oversight Team
	Incorporate individual planning into debriefing and restraint review conversations	August 2022 - ongoing	Principals, Debriefing teams
	Reflect on the impact of individual plans and make refinements to implementation	Ongoing at the individual student level  Quarterly reviews at the program- and district-level	Debriefing teams  RTO Oversight Team

**G) Describe how the information will be made available to parents for review.**

<b>Action Item</b>	<b>Steps to Complete Action Item</b>	<b>Timeline</b>	<b>Responsible Party</b>
Draft of district RTO plan will be reviewed at June Board meeting	Add to Board Agenda	May/June 2022	Assistant Superintendent
RTO plan will be reviewed at Parent Advisory Council (PAC) meeting	Add to PAC agenda for May 2022  Review progress/updates yearly at a Spring PAC meeting	May 2022  Ongoing yearly	Superintendent, Assistant Superintendent
RTO plan will be finalized and posted on NSSEO website	Post on website once draft is finalized	Summer 2022	Assistant Superintendent  Technology Coordinator
Include link to RTO plan in notifications to parents following any use of RTO	Update letter to include link	Summer 2022	Principals
	Notify all administrators and therapists of updated letter	Summer 2022	Principals

**H) Describe a modification process (if necessary) to satisfy aforementioned goals.**

The RTO Oversight Team will meet periodically throughout the 2022-23 school year to evaluate progress and make adjustments and additions to our action plans based on the data aligned to our success indicators.

<b>Action Item</b>	<b>Steps to Complete Action Item</b>	<b>Timeline</b>	<b>Responsible Party</b>
Evaluate progress and impact of action plan at ongoing RTO Oversight Team meetings	Establish a schedule of RTO Oversight Team meetings for 2022-23 school year	Fall 2022	RTO Oversight Team Facilitator
	Utilize data to reflect on progress towards goals and indicators of success	Ongoing through 2022-23 school year	RTO Oversight Team

	Engage in ongoing action planning and/or modifications to the plan as needed	Ongoing through 2022-23 school year	RTO Oversight Team
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