Kansas ESI Part 1: What Early Childhood Practitioners Need to Know

Applying ESI Regulations to Early Childhood Settings and Scenarios

Option 1

- Watch and listen to the archive of the ESI Regulations Webinar. Download the appropriate handouts for individual or team viewing:
  - Emergency Safety Interventions Handouts (individual)
  - Facilitators Guide and Slides (team)

Option 2

- Under ESI Part 1, view or download the PowerPoint and handouts from the presentation ESI: What Early Childhood Practitioners Need to Know (10-7-13)

Handouts for This Module

- 3_EC_ESI_Scenarios_9_1_13.pdf
  
- 4_EC_ESI_Scenarios_KEY_9_1_13.pdf

- 5_FAQs_on_ESI_in_EC_Settings_7_3_13.pdf

Acknowledgments

http://challengingbehavior.fmhi.usf.edu/

http://csefel.vanderbilt.edu/
Kansas EC ESI Scenarios

Questions About Ryan

• Was Ryan subjected to seclusion? Explain.
• Did you see dangerous behavior? Explain.
• Does the behavior appear to be escalating or de-escalating? Explain.
• Did the teacher use effective first response strategies? First response strategies are something a teacher does to prevent or de-escalate a child’s dangerous behavior. Describe.
• What do you think Ryan learned from this interaction? Why?

Answers for Ryan

• Was Ryan subjected to seclusion? No. Ryan was not left in an enclosed area. There were other children nearby. He is mobile and he was not told he couldn’t leave. The teacher seemed to place him on the pillows to facilitate play, not for seclusion.
• Did you see dangerous behavior? It depends on whether or not Ryan is hitting himself, or only making hitting motions. It’s hard to tell from the video. But the pillows protect him from banging his head.
• Does the behavior appear to be escalating or de-escalating? It is doesn’t appear to be decreasing in frequency, intensity or duration (the definition of de-escalation) and there was at least a possibility of the behavior becoming dangerous if it continues.

Answers for Ryan, continued

• Did the teacher use effective first response strategies? Some. Her first response strategy was verbal, then verbal + physical, to guide Ryan to use a more appropriate method to gain attention (sign “help”).
• What do you think Ryan learned from this interaction? If we believe Ryan’s behavior was communicating his desire for his teacher’s attention, it was effective, and will likely be repeated until he learns an easier or more effective way to communicate that results in getting his teacher’s attention.
Questions about Brendan at the Library

Did you see...?

• Physical restraint: An adult uses bodily force to substantially limit the child’s movement.

Answer for Brendan at the Library

Did you see physical restraint?

Yes. Bodily force was used to substantially limit Brendan’s movement (escape) and he was then picked-up to move him into the library as he actively struggled against his mother.

Questions About Brendan at Home

• Was Brendan’s behavior dangerous?
  
  Not yet. He did not seem in immediate danger of hurting himself or his brother or mother, although his behavior at first appeared to be escalating.

• What did Brendan’s mom do to keep his behavior from escalating further?
  
  Her strategies included verbal prompts, visual/environmental cues, verbal redirection, partial physical redirection, offering choice to be carried.

• Did Brendan’s mom use physical restraint?
  
  No, Brendan asked to be picked up.

Answers for Brendan at Home

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• Did Brendan’s mom use physical restraint?
  
  No, Brendan asked to be picked up.
Question for Tim in Block Area

• Did you observe dangerous behavior (danger to others)?

Answer for Tim in Block Area

• Did you observe dangerous behavior (danger to others)?

Yes. Tim’s actions caused immediate harm to a peer.

Questions for Tim with Truck

• What was the communicative function of Tim’s behavior?

Tim appeared to be seeking a friend’s attention or trying to initiate play with a friend.

• Was the behavior dangerous?

Potentially. It could easily escalate but at this point the child did not react in a way to suggest he was hurt.

Answers for Tim with Truck
Questions for Tim on Playground

• Did Tim engage in dangerous behavior?

• Describe the first response strategies used by the teacher.

• Did the teacher use a physical escort or physical restraint? Explain your answer.

Answers for Tim on Playground

• Did Tim engage in dangerous behavior? Possibly. He pushed the girl’s face or glasses with an open hand. She did not appear to be injured nor did she try to escape, but held on to the disputed toy.

• Describe the first response strategies used by the teacher. The teacher used verbal (asking a question) and physical (holding Tim’s hands) as first response strategies.

• Did the teacher use a physical escort or physical restraint? Yes, she used physical restraint, i.e., “bodily force used to substantially limit a student’s movement”, she first held his hands and arms to his chest and then picked him up to move him away from the other child.

Questions for Duncan

• Did Duncan engage in dangerous behavior? Explain your answer.

• What, if any, first response strategies were used by the teacher to de-escalate Duncan’s behavior and avoid the need for physical intervention?

• Did the teacher use a physical escort or physical restraint? Explain your answer.

• Do teachers need to document the use of physical escort and physical restraint?

• What might the teacher have done to prevent the need for physical intervention?

Answers for Duncan

• Did Duncan engage in dangerous behavior? Explain your answer.

No, Duncan’s behavior did not pose an immediate harm to himself or others or violent action that is destructive of property.

• What, if any, first response strategies were used by the teacher to de-escalate Duncan’s behavior and avoid the need for physical intervention?

Verbal: Asked if he wanted to go to center and showed him his name, and possibly showed him his center choice, hard to tell. Then told him to sit on his bottom, repeatedly.

Physical: Held his hand as he walked/hopped to the table.

Answers for Duncan, continued

• Did the teacher use a physical escort or physical restraint? Both were used. When the teacher took the child’s hand to walk him back to the table, she used physical escort. When she lifted Duncan to place him in the chair she used physical restraint.

• Do teachers need to document the use of physical escort and physical restraint?

Only physical restraint needs to be documented and reported.

• What might the teacher have done to prevent the need for physical intervention?

✓ Use an individualized visual schedule or activity schedule (e.g., “first-then” schedule).

✓ Stay with Duncan to help him become engaged at table.
Questions for Gabby

• Did Gabby’s yelling constitute a dangerous behavior? Explain your answer.

• What de-escalation strategies did the teacher use to address Gabby’s yelling?

• Did the teacher use mechanical restraint by placing the students in cube chairs? Explain your answer.

Answers for Gabby

• Did Gabby’s yelling constitute a dangerous behavior?
  No, Gabby’s yelling did not pose an immediate harm to herself or others.

• What de-escalation strategies did the teacher use to address Gabby’s yelling?
  ✓ modeled a soft voice
  ✓ used visual supports

• Did the teacher use mechanical restraint by placing the students in cube chairs?
  No. There was nothing keeping children in their chairs.

Answers for Gabby, continued

• What are some prevention strategies teachers might employ to keep children seated at circle time?
  ✓ Know your students: plan developmentally appropriate activities differentiated for individual strengths and needs.
  ✓ Shorten circle time (for all, some or a few).
  ✓ Intersperse movement activities.
  ✓ Increase opportunities to respond, individually and as a group (verbally or with gestures/signs).
  ✓ Provide individualized visual supports (for all, some or few).
  ✓ Assign seats (putting children who need additional supports next to a highly engaged peer).

Questions?

• Review Questions on Kansas’s Emergency Safety Interventions Regulations in Early Childhood Settings (handout).

• If you have additional questions related to Kansas Emergency Safety Interventions, call or email Laura Jurgensen, Attorney II, Kansas State Department of Education:
  ljurgensen@ksde.org
  785-296-5522
  800-203-9462

Need Training on Prevention Strategies for Preschool?

• Safety First: A Set of Guidelines and Procedures for Maintaining a Safe Environment for Early Childhood
  – To prevent injuries and property damage
  – To teach rather than punish
  – To provide staff, children, and families with consistent strategies, common language and common goals

• For more information or to request training go to www.ksdetasn.org and select “Request Assistance”.

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