

**Parkers Prairie Public  
Schools, in  
conjunction with RAED  
(Runestone Area Education District and  
Learning Center #6014-61)  
Restrictive  
Procedures Plan**

**Date of Plan: 7-1-15**

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## Site Trainings

To meet all of the requirements of 125A.0942 subd 1(3), staff who use **restrictive procedures** will complete training in the following skills and knowledge areas

<b>Skills and Knowledge Areas</b>	<b>Parkers Prairie Elementary P-6</b>	<b>Parkers Prairie Secondary 7-12</b>	
1. Positive behavioral interventions	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	
2. Communicative intent of behavior	<ul style="list-style-type: none"> <li>• CPI</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> <li>• Handouts</li> </ul>	
3. Relationship building	<ul style="list-style-type: none"> <li>• CPI</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> <li>• Handouts</li> </ul>	
4. Alternatives to restrictive procedures	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	
5. De-escalation methods	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	
6. Standards for using restrictive procedures	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	
7. Obtaining Medical Assistance	<ul style="list-style-type: none"> <li>• CPI</li> <li>• On-site assistance                             <ul style="list-style-type: none"> <li>• EMT assistance</li> <li>• Local Clinic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> <li>• On-site assistance                             <ul style="list-style-type: none"> <li>• EMT assistance</li> <li>• Local Clinic</li> </ul> </li> </ul>	
8. Psychological impact of restriction and seclusion	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> </ul>	
9. Physical signs of distress during restraint	<ul style="list-style-type: none"> <li>• CPI</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> <li>• Handouts</li> </ul>	
10. Recognizing symptoms of asphyxia during restraint	<ul style="list-style-type: none"> <li>• CPI</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• CPI</li> <li>• Handouts</li> </ul>	
11. District Policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure			
12. School-wide programs on positive behavior strategies.			



## Requirements/Legal Citations:

### Seclusion, Health and Safety Standards and Locking Mechanisms

Requirements/Legal Citations Seclusion, Health and Safety Standards and Locking Mechanisms	Yes	No	Comments/Corrective Action Required to Meet Requirements
<p><u>Before using the room for seclusion:</u></p> <p>Receive <b>written notice from local authorities</b> that the room and the locking mechanisms comply with applicable building, fire, and safety codes <i>Minn. Stat. §125A.0942, Subd. 3(6)(i)</i></p>			
<p><u>Before using the room for seclusion:</u></p> <p><b>Register the room with the commissioner</b> <i>Minn. Stat. §125A.0942, Subd. 3(6)(ii)</i></p>			
<p><b>At least six feet by five feet</b> <i>Minn. Stat. §125A.0942, Subd. 3(5)(i)</i></p>			
<p><b>Well lit</b> <i>Minn. Stat. §125A.0942, Subd. 3(5)(ii)</i></p>			
<p><b>Well ventilated</b> <i>Minn. Stat. §125A.0942, Subd. 3(5)(ii)</i></p>			
<p><b>Adequately heated</b> <i>Minn. Stat. §125A.0942, Subd. 3(5)(ii)</i></p>			
<p><b>Clean</b> <i>Minn. Stat. §125A.0942, Subd. 3(5)(ii)</i></p>			
<p><b>Window</b> that allows staff to directly observe a child in seclusion <i>Minn. Stat. §125A.0942, Subd. 3(5)(iii)</i></p>			
<p><b>Tamperproof fixtures</b> <i>Minn. Stat. §125A.0942, Subd. 3(5)(iv)</i></p>			
<p><b>Electrical switches located immediately outside the door</b> <i>Minn. Stat. §125A.0942, Subd. 3(5)(iv)</i></p>			
<p><b>Secure ceilings</b> <i>Minn. Stat. §125A.0942, Subd.3(5)(iv)</i></p>			
<p><b>Doors that open out</b> <i>Minn. Stat. §125A.0942, Subd. 3(5)(v)</i></p>			
<p><b>Unlocked</b></p> <p><b>Locked with keyless locks that have immediate release mechanisms</b></p> <p><b>Locked with locks that have immediate release mechanisms</b></p> <p><b>Connected with a fire and emergency system</b> <i>Minn. Stat. §125A.0942, Subd. 3(5)( v)</i></p>			
<p><b>Does not contain objects</b> that a child may use to injure the child or others <i>Minn. Stat. §125A.0942, Subd. 3(5)(vi)</i></p>			
Requirements/Legal Citations Locking Mechanisms	Yes	No	Comments/Corrective Action Required to Meet Requirements
<p><b>Locking devices shall release upon any of the</b></p>			

<p><b>following conditions:</b>  (1)Activation of the automatic sprinkler system,  (2)Activation of any automatic fire detection device,  (3)Activation of an automatic fire alarm system, (4)Loss of electrical power to the locking device or the fire alarm system,  (5)Activation of the fire alarm trouble signal,  (6)Operation of a manual switch located in an approved location  <b>(If one of 1-6 is not met, the locking device shall not be used)</b>  <i>SBC Minn. R. 1305.1008, subp. 8</i>  <i>SFC Minn. R. 7511.1008, subp. 3</i></p>			
<p>All locking devices shall be designed <b>to fail in the open position</b>  <i>SFC Minn. R. 7511.1008, subp. 3</i>  <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>Following the release of the locking devices for any of the conditions specified above (1-6), <b>relocking of the device shall be by manual means only at the door</b>  <i>SFC Minn. R. 7511.1008, subp. 3</i>  <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>If locking device is used, the room or area being secured must be protected with <b>quick-response sprinklers</b>  <i>SFC Minn. R. 7511.1008, subp. 3</i>  <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			<p>The room has passed inspection by the fire marshal</p>
<p>If locking device is used, the room or area and spaces between the room or area and an outside exit door shall be <b>protected with automatic smoke detection</b> connected to the building's fire alarm system  <i>SFC Minn. R. 7511.1008, subp. 3</i>  <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p><b>If the walls of the room or area do not extend to the ceiling</b>, automatic smoke detection can be provided in the adjacent room or area, provided that there are no substantial obstructions to delay activation of the smoke detection.  <i>SFC Minn. R. 7511.1008, subp. 3</i>  <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>If locking device is used, the room or area shall be constructed of noncombustible materials having a minimum of <b>one-hour fire-resistive construction</b>  <i>SFC Minn. R. 7511.1008, subp. 3</i>  <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			
<p>If locking device is used, the doors separating the room from other spaces shall <b>swing with egress travel from the room</b> and have a <b>fire-protection rating of not less than 20 minutes</b>. (Doors need not be self-closing).  <i>SFC Minn. R. 7511.1008, subp. 3</i>  <i>SBC Minn. R. 1305.1008, subp. 8</i></p>			

Requirements/Legal Citations Locking Mechanisms	Yes	No	Comments/Corrective Action Required to Meet Requirements
If locking device is used, the interior finish of the wall and ceiling <b>surfaces must not exceed a Class III (or Class C) flame spread rating</b> <i>SFC Minn. R. 7511.1008, subp. 3</i> <i>SBC Minn. R. 1305.1008, subp. 8</i>			
Locking devices shall be <b>tested at least monthly</b> to ensure they release under the conditions 1-5 above. <b>(If one of 1-5 is not met, the locking device shall not be used).</b> <i>SFC Minn. R. 7511.1008, subp. 3</i>			
Room is located on a floor that provides <b>direct grade level access</b> when located in buildings or portions thereof consisting of nonrated construction. <i>SBC Minn. R. 1305.1008, subp. 5</i>			

**Parkers Prairie Secondary School doesn't have a seclusion/time out room.**

**Parkers Prairie Elementary School doesn't have a seclusion/time out room.**

## Seclusionary Locked Timeout Inspection Form

**Building:** \_\_\_\_\_ **Date of Inspection:** \_\_\_\_\_

**Room #:** \_\_\_\_\_ **Person Completing Form:** \_\_\_\_\_

**Fire Marshall checked on:** \_\_\_\_\_

**Registered with MDE on:** \_\_\_\_\_

**Room Measurement:** \_\_\_\_\_

**Description of Lighting, Ventilation and Heating:**

The seclusionary locked time out room has an overhead light, is ventilated and is heated.

**Plan for Maintenance and Cleaning after Use:**

**Staff who use the seclusionary locked time out room will ensure the cleanliness of the room prior to and after each use.**

**Window Measurement:**

- When looking in the window, staff can see entire room? Yes No
- If no, what is the adaptive equipment used to allow staff to directly observe the child at all times (i.e., mirror, cameras)? \_\_\_\_\_

**Location of fixtures including electrical outlets, switches, smoke detectors, heating and ventilation fan and lights:**

- Are all fixtures tamperproof? Yes No

**Description of ceiling (height and type):** \_\_\_\_\_

- Is the ceiling secure (a suspended ceiling is not a secure ceiling)? Yes No

**Door and locking mechanisms:**

- Does the door open out? Yes No
- Does the door lock? Yes No If yes, the locking mechanism must meet the following requirements:
  - The lock immediately releases upon activation of the fire alarm and sprinkler system? Yes No
  - The locking device is designed to fail in the open position? Yes No
  - The locking mechanism has been approved by the local authorities indicating that it applies with all applicable building, fire and safety codes? Yes No
- The district's plan for monthly testing of the locking mechanism is: The testing of the locking system is completed every month by the school resource officer.

**Describe how the school will ensure the room does not contain any objects the child may use to injure the child or others**

Staff will check the seclusionary locked room prior to each use and after each use and immediately remove any objects that could be used to injure a child or others.

**Any room that does not meet the MN law and statutory provisions must be repaired. The district's plan for repair is:**

<b>Staff Debriefing Meeting</b>		
<b>Student Name:</b> _____	<b>DOB:</b> _____	<b>Building</b> _____
<b>Date of Debrief:</b> _____	<b>Date of Incident:</b> _____	
Student on an IEP: Yes _____ No _____	BIP in Place: Yes _____ No _____	
Was IEP followed: Yes _____ No _____	Was BIP followed: Yes _____ No _____	
If answered no, explain why: _____		
<p>Signatures of staff attending debrief (should include at least one person not involved in incident who has knowledge of behavior). Circle the Facilitator's signature:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>Identify the antecedents, triggers and proactive interventions used prior to escalation. Briefly describe the impact of the less restrictive interventions. What behavior did the student exhibit to require a restrictive procedure? Was the intervention used to protect child/others from injury or to prevent serious property damage? Describe student and staff behavior during the intervention.</p>		
<p>What actions helped/what did not help?</p>		
<p>Describe the procedure used to return the child to his/her routine activity, education setting, intervention, and/or site determined by the team, BIP and/or administrator.</p> <p style="text-align: right;">_____</p>		
Was the hold/seclusion an emergency?	Yes _____ No _____	
Was the hold/seclusion least intrusive?	Yes _____ No _____	
Did the hold/seclusion end when threat of harm ended?	Yes _____ No _____	
Is corrective action needed?	Yes _____ No _____	
Is the behavior likely to occur again?	Yes _____ No _____	
<p>Follow-up action (to prevent need for future restrictive procedures):</p>		
<p><u>Behavior history:</u></p> <p>Other restrictive procedures used in the last 4 weeks? Yes _____ No _____</p> <p>Restrictive procedures used twice in a month? Yes _____ No _____</p> <p>Does the team see this as a pattern? Yes _____ No _____</p> <p>Does the child's IEP team need to meet? Yes _____ No _____</p>		

Place a copy of these forms in Student's Due Process File in Section 3.

Send copies to:  case manager  special ed coordinator  building principal,  other

\_\_\_\_\_

Appendix F

**Building Oversight Committee Members  
(2015-16 School Year)**

The Building Oversight Committee will meet quarterly to review data from the Critical Incident Data Sheets for Restrictive Procedures (Appendix D) and the Staff Debriefing Meeting (Appendix E) forms. The Committee will also complete and submit the Annual Summary of Use of Restrictive Procedures form from Minnesota Department of Education ~~and establish a plan for addressing Committee recommendations.~~ The Building Oversight Committee may be called together at other times to address the inappropriate use of physical holding and/or seclusion and determine and recommend training needs.

**Parkers Prairie Public Schools Oversight Committee Members:**

- Carey Johnson
- Lizz Peterson
- Jennifer Martin
- Michael Johnson
- Steve Radtke
- Jane Bartlett
- Beth Welch
- Melissa Brever

# Parkers Prairie School District 547

## Restrictive Procedures Plan

In accordance with Minnesota Statute 1125A.0942, Subd. 1, every school district is required to develop and make public a plan that discloses its use of restrictive procedures. The plan specifically outlines the list of restrictive procedures the school intends to use; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee; and a written description and documentation of the training and staff that have completed the Training.

Parkers Prairie Public Schools use restrictive procedures only in response to behaviors that constitute an emergency, even if written into a child's Individual Education Plan (IEP) or Behavior Intervention Plan (BIP).

### **A. Definitions**

The following terms are defined as:

1. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual. Emergency does not mean circumstances such as; a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person's request unless failing to respond would result in a physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists.
2. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. The term physical holding does not mean physical contact that:
  - a. helps a child respond or complete a task;
  - b. assists a child without restricting the child's movement;
  - c. is needed to administer an authorized health-related service or procedure; or
  - d. is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
3. "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
4. "Restrictive procedures" means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
5. "Seclusion" means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

### **B. Staff Training - Requirements and Activities**

#### **Requirements**

Staff who design and use behavioral interventions will complete training in the use of positive approaches as well as restrictive procedures. Training records will identify the content of the training, attendees and training dates. The Runestone Regional Learning Center will compile a list of all Crisis Prevention Institute (CPI). The school will maintain records of additional trainings provided within the district. Records of all trainings will be maintained in the Principal's Office or with Special Education Staff.

The following employee job classifications are authorized and certified to use restrictive procedures:

- Licensed special education teacher
- School social worker
- School psychologist
- Behavior analyst certified by the National Behavior Analyst Certification Board
- A person with a master's degree in behavior analysis
- Other licensed education professional
- Highly qualified education paraprofessional
- Mental health professional

## **Activities**

Personnel development activities will be provided to district staff and contracted personnel who have routine contact with students and who may use restrictive procedures in the following areas:

1. Positive behavioral interventions;
2. Communicative intent of behaviors;
3. Relationship building;
4. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;
5. De-escalation methods;
6. Standards for using restrictive procedures only in an emergency;
7. Obtaining emergency medical assistance;
8. Physiological and psychological impact of physical holding and seclusion;
9. Monitoring and responding to a child's physical signs of distress when physical holding is being used;
10. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used;
11. District policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure; and
12. School wide programs on positive behavior strategies.

### **C. Physical Holding or Seclusion**

Physical holding or seclusion may be used only in emergency. A school that uses physical holding or seclusion shall meet the following requirements:

1. Physical holding or seclusion is the least intrusive intervention that effectively responds to the emergency;
2. Physical holding or seclusion is not used to discipline a noncompliant child;
3. Physical holding or seclusion ends when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;
4. Staff directly observes the child while physical holding or seclusion is being used;
5. Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion documents, as soon as possible after the incident concludes;
6. The room used for seclusion must meet the standards required by statute; and
7. Before using a room for seclusion, a school must; receive written notice from local authorities that the room and the locking mechanisms comply with applicable building, fire and safety codes.

### **Physical Holdings**

Parkers Prairie Public Schools will use, only in emergency, the following types of physical holding: Children's Control, Team Control or Team Escort.

#### **D. Prohibited Procedures**

Parkers Prairie Public Schools will never use the following prohibited procedures on a child:

1. Corporal Punishment which includes conduct involving: (a) hitting or spanking a person with or without an object; or (2) unreasonable physical force that causes bodily harm or substantial emotional harm.
2. Requiring the student to assume and maintain specified physical position, activity, or posture that induces physical pain.
3. Presenting an intense sound, light or other sensory stimuli using smell, taste, substance, or spray as punishment.
4. Denying or restricting the students access to equipment and devices such as wheelchairs, hearing aids or communication boards that facilitate the student's functioning except when temporarily removing the equipment or device is needed to prevent injury to the student others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible.
5. Interacting with a student in a manner that constitutes sexual abuse, neglect, or physical abuse.
6. Totally or partially restricting a student's senses as punishment.
7. Withholding regularly scheduled meals or water.
8. Denying the student access to bathroom facilities.
9. Physical holding that restricts or impairs a student's ability to breathe.

#### **E. Documentation of Physical Holding and/or Seclusion**

Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion shall document, as soon as possible after the incident concludes, the following information:

- A description of the incident that led to the physical holding or seclusion;
- Why a least restrictive intervention failed or was determined by staff to be inappropriate or impractical;
- The time the physical holding or seclusion began and the time the child was released; and
- A brief record of the child's behavioral and physical status.

The use of restrictive procedures in emergency situations will be documented through the use of the Critical Incident Data Sheet for Restrictive Procedures (see Appendix D).

#### **F. Documentation of Post-use Staff Debriefing Meeting**

Each time physical holding or seclusion is used, the staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing with involved staff within two school days after the restrictive procedure concludes. There will be at least one staff member attending the debriefing meeting who was not involved in the incident and has knowledge of behaviors. A copy of the Critical Incident Data Sheet for Restrictive Procedures (see Appendix D) and the Staff Debriefing Meeting form (see Appendix E) will be sent to: the child's case manager, the lead teacher and the principal.

A copy will be placed in the student's due process file. The building principal will keep a comprehensive file of all restrictive procedure forms to be used by the Building Oversight Committee (see Appendix F for list of committee members).

If the post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures (see Appendix D) and the Staff Debriefing Meeting form (Appendix E) to determine and recommend training needs.

**G. Documentation for an IEP**

The district must hold a meeting of the IEP team, conduct or review a functional behavioral analysis, review data, consider developing additional or revised positive behavioral interventions and supports, consider actions to reduce the use of restrictive procedures, and modify the individualized education program or behavior intervention plan as appropriate. The district must hold the meeting; within 10 calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's individualized education program or behavior intervention plan does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual IEP meeting when the child's IEP program provides for using restrictive procedures in an emergency. If the IEP team determines that existing interventions and support are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on 10 or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources and successful strategies; or consider whether to reevaluate the child. The IEP team in any of the above listed circumstances must review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition on the IEP or behavior intervention plan.

## **H. Building Oversight Committees**

The Building Oversight Committee will meet quarterly to review data provided in the Critical Incident Data Sheet for Restrictive Procedures (Appendix D) and the Staff Debriefing Meeting form (see Appendix E). The Building Oversight Committee will also complete the Annual Summary of Use of Restrictive Procedures form and submit the form to the Minnesota Department of Education. The Building Oversight Committee will make recommendations in regards to the District's Restrictive Procedures Plan and, if necessary, indicate training needs and establish a plan for addressing Committee recommendations.

If a post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Critical Incident Data Sheet for Restrictive Procedures (see Appendix D) and the Staff Debriefing Meeting form (Appendix E) to determine and recommend training needs.

## **I. Emergency Situations – Use of Restrictive Procedures**

Parkers Prairie Public Schools shall make reasonable efforts to notify the parent on the same day when restrictive procedures are used in an emergency. If the school is unable to provide same-day notice, notice will be sent by written or electronic means or as otherwise indicated by the parent. Documentation of how the parent wants to be notified when a restrictive procedure is used may be found in the IEP or BIP. Building administrators will receive written notification where restrictive procedures are used in emergency situations. Records will be reviewed and summarized.

## **J. Positive Behavior Interventions and Supports**

The district is committed to using positive behavioral interventions and supports. Positive behavior interventions and supports (PBIS) means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.

Parkers Prairie Public Schools use the following practices and procedures to teach expected behaviors and provide additional positive supports to students requiring further intervention:

1. Behavior Intervention Plans
2. Use of Calming Strategies
3. Classroom Incentives
4. Behavior Contracts
5. Restorative Justice
6. PRIDE – Practice Kindness, Respect Everyone, Include Others, Demonstrate Self Control, Everyone Be Responsible